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THE

Library Journal

OFFICIAL ORGAN OF THE AMERICAN LIBRARY ASSOCIATION

CHIEFLY DEVOTED TO

Library Economy and Bibliography

VOL. 23. No. 8

CHAUTAUQUA CONFERENCE

AUGUST, 1898

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NEW YORK: PUBLICATION OFFICE, 59 DUANE STREET.
LONDON: SOLD BY KEGAN PAUL, TRENCH, TRÜBNER & CO., PATERNOSTER HOUSE,
CHARING CROSS ROAD.

YEARLY SUBSCRIPTION, \$5.00.

MONTHLY NUMBERS, 50 cts.

Price to Europe, or other countries in the Union, 20s. per annum; single numbers, 2s.

Entered at the Post-Office at New York, N. Y., as second-class matter.

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CONFERENCE OF LIBRARIANS.

LAKEWOOD-ON-CHAUTAUQUA, N. Y.,

JULY 5-9, 1898.

ADDRESS OF THE PRESIDENT.

BY HERBERT PUTNAM, LIBRARIAN OF THE BOSTON PUBLIC LIBRARY.

Fellow-Members of the Association :

I AM a little doubtful under what title I serve as your president to-day, whether *de jure* or simply *de facto*. If, however, from a strictly legal standpoint I might question the power of the executive board to fill a vacancy in the presidency, yet an interpretation which confers so agreeable an office cannot lightly be repudiated by the beneficiary. Before the end of this meeting a constitutional amendment will no doubt be proposed which will establish a definite rule for the future. And in the meantime—as I serve under request of Mr. Hayes himself, very cordially expressed—I do so in comfortable assurance.

Submerging, however, matters of mere form is the grievous fact that I stand before you in this capacity because of your very grievous loss. It was pleasant in London last summer to hear Justin Winsor pay tribute to Richard Garnett as the foremost bibliographer of his time. And yet we of America, paying tribute to Justin Winsor, must go one step further : we must hold him the foremost *librarian* of his time, foremost in his conception of a work to be done and in the qualities which he brought to its service.

The younger of us knew Dr. Winsor only as librarian of a great reference library, with a reputation established—as a cartographer unexcelled in his field, as an historian thorough, sincere, untiring in research, content only with first sources; as a bibliographer patient, accurate, and prompt to disclaim knowledge where he had not exact knowledge; as an administrator careful, practical, economical, capable of shaping large projects, assiduous in detail; and as a librarian generous to the last degree in placing this knowledge and these capacities at the service of others. I have at times heard

some wonder expressed—with an implication of criticism—that Dr. Winsor could administer properly the Harvard College Library and find time for writing history. He found time *because* he could administer. He had a clear vision of the thing to be done, he had the experience which relieved him from experiment as to method, and he knew how to utilize the capacities of others.

He was not, indeed, associated actively with recent movements towards co-operation. He suspected device as a substitute for the man; and he certainly felt that co-operation might generalize to the neglect of particular conditions, and that the zeal for associated effort might tend to disparage the service done by individual effort acting with the special knowledge due to direct experiment and with the sense of responsibility due to isolation. In his presidential address in 1879 he advanced this caution :

“If the outlook for our new library philosophy be an encouraging one we must not fall into the error of overestimating it. The old philosophy was not so bad. Great libraries have grown under it, and great librarians have stamped their individuality on their work in a way that our later co-operative methods, if perfected, may have a tendency, not altogether satisfactory, to repress. What we may do by organization, important as it will doubtless prove, must not lead us to forget that isolation of endeavor has its advantages also, and that the librarian who merges his action in a union of forces loses in some ways while he gains in others.”

Whatever doubt may have been implied in this suggestion did not withhold Dr. Winsor from the presidency during nine years of the Ameri-

can Library Association, organized to advance co-operative undertakings. Few members of the association so constant in attendance at the A. L. A. conferences, few kept so close a watch upon contemporary library endeavor; and no other librarian was, I suppose, so frequently consulted at crises in the organization and administration of public libraries throughout the United States.

His own later years were passed in a library not much called upon in co-operative undertakings nor dependent upon them. And no American librarian can forget the marvel of his decade of administration of a library of a different type. Panizzi raised a great dome wherein scholars might find studious refuge; his achievement was no greater than that of Justin Winsor when he *widened out* his reading-room so that it took in a whole city.

So the eminence of Justin Winsor was no partial eminence. He had the perception of a work to be done broadening with the opportunities which a democracy offers; he had sagacity in this choice of economic methods; he was independent of mere tradition, yet equally independent against innovation and calm against example; he had profound desire to open the approaches to learning, he was himself a scholar competent to lead the way, but he was too true a scholar to offer royal roads, or to countenance a pretence that to the accomplishment of thorough learning there is any mechanical substitute for laborious individual effort. In the aggregate, therefore, his career offers the best we have offered or are likely to be able to offer in one man of those administrative capacities in which, as a group, we may perhaps excel the members of our profession abroad, and those scholarly attainments in which as individuals we are fairly their inferiors.

It is matter of hearty satisfaction that this career did not close until Dr. Winsor had stood foremost representative of our association at the International Conference of 1897 as he had stood foremost at the conference of 20 years before.

Of all the events of the past year that conference must rank as the most important. Its importance lay not in the program itself. There were few topics upon it of strictly international concern; few that would not have been equally appropriate to a stated meeting of a local association; and the program as a whole lacked

unity and definiteness of purpose. The discussions were meagre and ineffective, and left an impression rather confused and kaleidoscopic.

But this was not a conference of views so much as a conference of persons and places. And in this latter character it had a significance most impressive. The conference of 1877 brought together 216 members from 11 countries. The conference of 1897 brought together 600 members from 21 countries. Holland, Spain, Portugal, Japan, Canada, Jamaica, West Australia, New Zealand, Ceylon, and South Africa, not represented in 1877 appeared in 1897. The gathering was too great for detailed discussion or even detailed acquaintance. But these might well be foregone for what took their place: the sense of the magnitude of the interests represented, and of the variety of the traditions, purposes, and characteristics entering into alliance.

That the hospitalities were lavish was to have been expected of our English brethren. For those which made the ante- and post-conference excursions a bewilderment of interest the delegates from the United States owe a particular gratitude, which cannot be briefly expressed.

The conference had no central bibliographic purpose, nor was it in furtherance of any particular bibliographic project. In these respects it lacked the significance attaching to the conferences relating to the Royal Society index. What these have already achieved is very notable. Two first barriers in international co-operation—jealousy as to the location of the Central Bureau and disagreement as to language—have been quietly surmounted. London has been accepted without debate as the place for the Central Bureau, and English as the language. That this latter decision was upon motion of an Austrian delegate adds to the significance. If it is the just desire of the Anglo-Saxon race to meet other nations upon a common ground the satisfaction is not diminished if the common ground is *our* ground.

The undertaking initiated by the Royal Society is entitled to our hearty admiration and support. It is so, although as to details we may question the decisions reached. For they will have been reached only after a deliberation which at least pays respect to the magnitude of the undertaking. If we cannot pay a quite equal tribute to the Belgian project of an uni-

versal catalog, it is not because we are Anglo-Saxons, but because a natural Anglo-Saxon caution renders us slow to accept so comprehensive a project entered upon with so meagre a comparison of experience and of counsel. If, however, the enthusiasm of the Belgians appear to have been over-impetuous we may remember that the undertaking sought governmental aid; and this aid might not perhaps have been forthcoming save at the particular time taken advantage of, nor might it have been continued unless interest was sustained by a prompt exhibit of results.

The Belgians have adopted a classification, and in this respect are a stage in advance of the Royal Society. But there has just come to hand the report of the committee of the Royal Society embodying the preliminary draft of a system of classification to be submitted for consideration at an adjourned conference to be shortly held. It will be your right and interest to be represented at this conference. In the meantime the system of classification ought not to be estimated from a hasty perusal. It may not, as has been suggested, exhibit the strongest argument for the decimal system yet advanced; but, if it presents only as many defects as the decimal system, it is for the purpose the inferior of the decimal system by every degree. For a catalog which is to be made universally available the classification universally current, or most nearly so, or tending to become so, is infinitely the most serviceable classification; and to my mind — although I do not represent a library using the decimal system — that system has now in its favor so weighty a presumption of use and tendency that any competing system must show very near perfection in detail to overcome it.

The Bibliographic Conference held at Brussels on August 2-4 of last summer included a polite hearing to certain schemes of classification and other matters in some respects contributory; but its chief purpose was to exhibit the Belgian project as it stood, and to secure for it international indorsement. The Belgian Bureau was complimented upon its undertaking and "authorized" to proceed with it.

Before disbanding, the conference in a resolution expressed "The wish that in higher studies greater weight should be laid upon bibliography." This was carried with two dissenting votes. We should be glad to know why these two dissenting delegates consider

the ambition expressed an unwholesome one. If the gentlemen are with us to-day I trust they will let us hear from them; otherwise we must regard with caution the projects for education in bibliography which Messrs. Little, Davies, and Gould may later set before us; and we must qualify the congratulations we might otherwise express at the recent establishment of courses in bibliography, bibliology, and library science at Leland Stanford, Dartmouth, and Columbia University, respectively.

The conference at Brussels did not close the international opportunities of the year. Later on there came from the Société Bibliographique of Paris an invitation to its 3d Decennial International Conference. The A. L. A. was requested to attend and report its progress during the decade. So far as I know the association failed of representation; nor can I find that it took part in the proceedings of 1887. According to the *LIBRARY JOURNAL* the Société Bibliographique is understood to be a Roman Catholic organization holding closely to doctrinal purposes, but has meant its invitations to apply to all who "though not sharing its convictions are not animated by a hostile spirit." I trust that our failure to respond will not be ascribed to terror of these reservations. On ordinary religious, as on ordinary political, questions our profession in the United States is, as a profession, without conviction — or perhaps one might more conveniently say, its convictions are all the convictions that find their way into print. But we should be pained to divide Catholic from Protestant on a matter of really deep feeling such as notation or classification or charging systems!

These conferences yield interesting opportunity to compare the attitude towards problems of administration held by the various nationalities represented. The difference, for instance, between Germany or Italy and France is a difference both of degree and of kind. If France seems listless, in Germany we see devotion, proceeding along the old lines; in Italy enthusiasm, seeking out the new. The modernity of the Italian is a surprise to the visiting librarian. I do not know among us, for instance, any system of inter-library loan quite so liberal as that which forwards a rare manuscript from Florence to the scholar at Palermo and charges the transportation to the government. Not even in our own country are the columns of the library journals more closely

read or suggested improvements more closely studied. In Italy as also in Germany there has been held since the last international conference a national conference. Switzerland preceded them. Let us hope that France will not be long behind them.

That libraries should lead in projects of international alliance and co-operation is in the very nature of things. The community that we each serve may be local; but the work that we do for this community inevitably takes us abroad. We are to help the citizen of to-day to an existence truly contemporary; an existence which takes advantage of the experience that has gone before and of the example that lies beyond our gate. This service discounts geographical and political barriers. It is necessarily international. We are inconceivable in isolation.

The projects for international conference, appreciation, alliance, and co-operation that have distinguished the past two years we may therefore welcome as a necessary development. And we should omit no effort to assume with dignity and efficiency the responsibilities which they involve for us. In these international undertakings as the leadership with us belongs among our learned institutions to the Smithsonian, the leadership among our libraries belongs to the Library of Congress. How gladly would we accept, if the National Library will assume, this leadership! We have rejoiced in the appreciation which has recognized the splendid possibilities of this institution in so splendid a building; we have rejoiced in every accession to its service of trained capacity; we are ready to accept in good faith as necessary from conditions of which we cannot have adequate knowledge a certain proportion of compromise with expediency; we congratulate Mr. Young on his identification with the beginning of a new career for this great institution; we congratulate ourselves for every sympathy that he has expressed for the ideals we have in view, for the work which we have in common; and we solemnly urge upon him to recognize that there is a work for him and for his library which is quite pre-eminent amongst us; that as his building stands the stateliest monument yet erected to library service, the library itself should stand as the culminating effort of the co-operating library interests of this country. In itself and by itself the Library of Congress has still meagre significance: it is but one of

us. As the leader in co-operative effort in this country, and as the representative of this country in co-operative effort among nations—as the *National Library*, in short—it has an opportunity for service, for power, and for repute that might lift it far above and beyond us. The work to be done for a beginning needs no daring imagination to conceive, nor extraordinary resource to carry out: it is simply to make national the work which is being carried on here and there by local experiment, such as the index to scientific serials or the comparative index to state legislation; and to do once for all the work that is being wastefully duplicated a thousand times over—such as the cataloging of current publications entered under the copyright law. If the National Library will but make use of the prestige to which it is entitled, and of the contributory energies that are freely at its service from all over the country, it will find little need of special resources to accomplish great ends.

The past year, which has seen so various projects for international alliance, has seen also extraordinary advance within our own borders. The enthusiasm for association which, not content with the opportunities offered by this single yearly meeting, led to the formation of local library clubs with several meetings a year, has proceeded a step further and brought together the local clubs in interstate conferences. A half-dozen such have been held during the past year, the last of which, at Evanston, represented the library interests of seven states. There is so much to be said, it must be said to so many people, and so many times and in so many forms to the same people, that it would be unsafe to prophesy a limit to such gatherings. They mean statement of principle, comparison of experience, exhortation, and that sense of power which comes from comradeship in responsibility; they begin with the ambition to know and they result in the ambition to do. It is pleasant to see such organization extending into the southern states; and we congratulate the Library Club of Georgia on its achievement in the establishment of a state library commission. A new library law for Tennessee shows that the progress in the south is not to be held east of the Blue Ridge.

We cannot claim that the general advance has been entirely free from impediment even in the north. In Minnesota a bill for the establishment of a library commission was defeated

through the opposition of Ignatius Donnelly. "It was not," said Mr. Donnelly, "within the province of the legislature to supply the people with books any more than it was with boots." Moreover, he doubted the practicability of what was to be attempted. Books were not read in a single day nor a single week. One member of a family did not peruse them and then return them. They were read by every member of the family. Circulation under such circumstances was a slow process. Again, how were these different libraries to be sent from part to part of the state? The whole thing was really a scheme for some dealer to job off a lot of books; and the \$5000 appropriation was intended "as a levy to pry a hole in the barrier and in the sacred name of intelligence and education to let in a flood of extravagance upon the treasury." Grammatic or epigrammatic, Mr. Donnelly may always be depended on to be cryptogrammatic.

And there are Donnellys in other parts also. One of them is guarding the treasury of New York City from a similar flood of extravagance. He also is determined that no liberties shall be taken with the sacred name of intelligence and education, even to the extent of $\frac{1}{1000}$ of one per cent. on the assessed valuation of the city. He censures the gift of land for a free public library to an "aristocratic institution" which, he says, gives nothing of value to the city in return. The aristocracy to which Mr. Van Wyck refers is presumably the aristocracy of learning, which has indeed, we fear, conferred little of value on the present administration in New York City.

There have been other perplexities in the metropolitan district. In Brooklyn a site for a library building failed on the ground that a public library is not an "educational" institution. In the face of this rebuff we can only take what comfort we may in the fact that a library section of the National Education Association was launched at Milwaukee last July, and that in England the attempt to impose income taxes upon public libraries was successfully resisted on the ground that such libraries are educational institutions.

But after all, the occasional impediment only adds relish to the general progress; and with this we have small reason for dejection. Among particular bibliographic projects of note there have been the new volume of "Poole's index," the first volume of the "Cumulative index," the supplement to the Peabody Institute cata-

log, the first volume of the "Catalogue of the Bibliothèque Nationale." The co-operative indexing of scientific serials entered upon by the Columbia, Crerar, Harvard, New York Public, and Boston Public libraries is already an achievement in having passed the preliminaries and being already under way. Its value in itself will be important. Its contribution to the Royal Society index in the experience it will yield as to method and detail may be more important still. The Buffalo library has been made free; a change which we in conduct of free libraries must, I suppose, welcome as the progress of the chrysalis to the larger natural life and service of the butterfly. The advance as indicated by the general structural development has in itself been sufficiently momentous. The Columbia Library has been completed and thrown open. The new library building at Providence is not merely well under way, but is to be completed in worthy amplitude, owing to the fine generosity of Mr. Brown; the competition at Newark has resulted in plans among the most interesting yet devised for a library of this type; a site has been purchased for the St. Louis Public Library which, if only reasonably covered, may give St. Louis a building larger than that at Boston; and the progress towards a new library building for Cleveland shows that Mr. Brett has still a few books left in spite of the free-access system, the perils of which so shocked certain of our English cousins last summer. And New York City itself has given us the best contribution yet made towards a scientific system in the determination of plans for a library building: consideration of principles, careful and deliberate investigation of existing examples, adoption of precise specifications, embodied in a provisional scheme; submission of this scheme to the criticism of librarians; an open competition in which, while the specifications were prescribed, other solutions of arrangement were invited; a second restricted competition in which advantage was taken of suggestions advanced in the first; and a final decision based upon the judgment of experts: the librarian himself adviser of the trustees throughout, and himself a member of the jury of award. We may not all agree as to the perfection of the plans adopted, but we can agree that the method adopted for determining these plans was in fact a *method*, and one eminently calculated to secure the best results. There were 12 firms of architects in the final competition. Of these, if my in-

formation is correct, 11 submitted plans based on the scheme suggested by the trustees; and 10 of the 11 testified that they did so after trying other schemes and discarding them as less satisfactory. The 12th plan disregarded the scheme entirely. It received recognition for its beauty and was rebuked for its disregard of administrative requirements.

I repeat: I believe that this competition in New York, in its method of procedure, in the constitution of its jury, in the award, and in the rebuke that accompanied the award, is the most important contribution yet made to the science of library architecture as an applied science.

Philadelphia's turn is to come next. After suffering long reproach for being without any free-library system whatever she has suddenly expanded a library system whose activity, measured by home use, leads the world. With an appropriation of \$1,000,000 she has made a start towards a central structure for this system. We wish her prosperity and trust she will not be content with a building less than the best or facilities less than the amplest, and we hope that in planning for this building she will avail herself of the example in procedure set by New York. If she can improve upon it, so much the better. A few such examples will establish a usage; and a definite usage as to procedure is the first step towards agreement in the application of proper principles to the thing itself.

It is with the application of proper principles that we as a profession have concern. It is there that, as an association, our responsibility lies, and it is there that the influence of these conferences may be felt. That they have a value to each one of us in the information they yield on particular points each one of us knows. But the service that they render in these directions is one that may be rendered very adequately as time goes on by the local associations. What we can do in these national conferences is to gather up the larger experience, to record tendencies, to estimate their effect for good or for ill, to determine principles, and then to throw the entire influence of this national associated opinion into the application of them. The proper exercise of this influence may lead us to interfere by counsel or protest in particular cases; for instance, where legislation is proposed, as in the Dingley bill, injuriously curtailing the facilities for the education which we exist to extend; or where, in a national department, whose conduct affects each one of us, and where continuity

of policy is important, an apparently satisfactory administration is abruptly terminated and an inexperienced one substituted. But, as a rule, our safer influence may be found in the enunciation of general principles, to which particular cases may be referred by the individuals interested as parties.

To this end our programs may be most serviceable if each be framed to comprehend a complete statement of a single problem—the experience, the points at issue, the discussion upon these, and, so far as possible, a determination of the better doctrine or practice. This is the theory upon which the present program has been framed. It takes up not one but two problems, but it attempts a reasonably complete exposition of each.

Our first deals with the education necessary to the proper practice of our profession itself. That we do constitute a profession we have casually announced as opportunity offered during many years past. I do not know that we have ever been contradicted, but this does not relieve us from responsibility to make good the boast. We know that ours is not one of the learned professions originally so-called. We must confess that admittance to its privileges requires as yet neither special education nor formal test. It is probably true that a larger proportion of the members of this association to-day are without professional training, except as gained in practice, than was the case when the association was formed 22 years ago. It is very likely true that of librarians to-day a larger percentage lack the higher academic training than lacked it before ever librarianship claimed to be a profession. But we feel our work to be so high, and so broad, and so deep a one; we see in it so unlimited a demand for the highest, and broadest, and deepest qualities, that though we none of us may possess them, we feel that the work itself is entitled to them, and rank them by this standard.

We have, however, I am sure, too sincere a respect for precision in terms to contend that a profession can be constituted without definite standards, a specialized education and a formal test. Now that as an association we have passed our majority it is very fitting that we should consider and determine all of these prerequisites. We have reached the age of self-consciousness; we are to pause and consider how we came to be what we are, how others may come to be like us. But something more than this: for we are to have presented to us

various methods of training and education, and also the method that consists in training without method, and are to determine so far as practicable which of these is calculated to supply the essentials, incidentally perhaps determining what *are* the essentials.

It is 18 years since the British Association at its conference voted it desirable that its council "should consider how library assistants may best be aided in their training in the general principles of their profession"; and Professor Macgregor doubted the profit of the investigation because librarians couldn't be trained — they must be born. It is but 15 years since Mr. Dewey's plan for a library school aroused some astonished opposition in the American Association. It is but 10 years since the first school was inaugurated, which is now parent of a lusty family. Let us not judge the opposition to the proposal as discountenanced by the success of the project. It was, I believe, grounded on a just fear that such schools holding out a restricted specialized training in the technique of library work would induce disregard of that thorough general education which should be its fundament. Whether as now constituted they are calculated to do so you will have opportunity to hear at this conference.

The International Bibliographical Conference at Brussels last August voted one further wish than that which I have already quoted. It was "that an agreement should be reached in the several countries between the associations of publishers, booksellers, librarians, and the International Institute of Bibliography or its national sections for founding library schools." This resolution seems to have been adopted in gravity and without dissent. I ought to call your attention to it because it indicates that certain authorities should properly be represented in the formation of librarians which have hitherto been lacking in the foundation of library schools. If the businesses of publishing and of bookselling are to establish standards for the profession of librarianship we get at once a lenient concept of the term "profession" which may be of use and comfort.

Our second main topic is entirely unrelated to the first. It consists of all those forms of special and popular activity known as extension work. The public library used to speak of itself as an "allied agency" of the schools. On this occasion we reverse the relation and treat the school and the club and the museum

and the art gallery as allied agencies of the library. It is natural that this topic should appear on our program, for a certain gentleman in the Philippines is not the only one of his name who has induced schemes of annexation. We are annexing on every side: clubs, museums, art galleries, lecture courses; the only way in which the National Education Association itself could avoid being annexed by us was in self-defence to annex us first. Like the strong man in the circus, we have been taking on one activity after another until we have become a great aggregate of hitherto unrelated activities. For him to win applause it is sufficient to support these on his own foundations and retain his equilibrium. But we are not content with mere equilibrium. We are not content to stand at rest. And our anxious problem must be to bear this great mass and still move forward.

But also it is especially appropriate that this topic be dealt with at this conference, because we meet at the source of the most widely diffused extension system on this hemisphere. The Chautauqua system has a most intimate interest to us; as a system of practical and economic education, inaugurated by a sincere humanitarianism, sustained by an enthusiastic missionary spirit, successful in reaching a vast body of individuals not reached by more formal processes of education, and successful also in bringing these, at least for a time and even if but superficially, into touch with the highest in literature and achievement. Here we are to have opportunity to see Chautauqua in its home; to hear it from the lips of its chief apostle. There is reason, indeed, for our meeting in this place with this program. And with all the enthusiasm of interest, endeavor, and a common purpose that we bring with us; with the beauty and charm of the place itself, made facile to us by the most hospitable and considerate arrangements for our comfort and enjoyment; with the inner topics planned for discussion, and with the special local topic for investigation and study — if with all these our conference fail of interest and success, the next administration — which is to say the incoming secretary — has a task before him which I do not envy.

I have already detained you too long from the real business of the session. Taking pattern by our English cousins, whose formality in these details so fascinated us last summer, I now declare the conference OPEN.

BRANCHES AND DELIVERIES.*

BY HILLER C. WELLMAN, LIBRARIAN PUBLIC LIBRARY, BROOKLINE, MASS.

IN the absence of recent reports this paper must attempt rather a description of branch systems now in operations than a mere summary of progress for the year. Closely allied with a branch system are the delivery to schools of books charged on cards, and the travelling library plan of sending small collections for temporary use at schools, charitable and religious associations, hospitals, city institutions, fire companies, etc. In Boston, for instance, all such agencies to the number of 30 are comprised and administered under the branch department. But discussion must here be confined to public agencies of distribution—such as stations, reading-rooms, and branches.

DELIVERIES.

The simplest form of delivery is not a station, but a *home delivery* by messenger such as is in operation at the Mercantile Library of New York. "For two dollars per year books are delivered to any part of New York south of the Harlem River. No limitations are placed upon the number of books which may be delivered for this sum, excepting that the extra books which are permitted to be taken in the summer cannot be delivered under this arrangement." (77th annual report, 1897, p. 11.)

Mr. Peoples, the librarian, writes: "We have members who get as many as three and four deliveries each week for at least eight months in the year." The library also sells a postal card to members (not paying by the year) "for five and ten cents each, which insures the delivery and return of one book." "We start the messengers on the deliveries for the residences at about two o'clock p.m. each day. We divide the city east and west and make deliveries to each side on alternate days; three times per week on the east side and the same for the west side. The books are carried in straps, and when the bundles are not too large we always utilize the surface street cars. These messengers are regular employes of the library." 8417 volumes were so delivered last year.

The advantages of this arrangement over the old system of delivery stations appear to be

sufficient here to induce the borrower himself to bear the expense of transportation. I know of no public library employing this system, and, if substituted for delivery stations, it would cut off the poorer public unless the expense were borne by the library. The scheme is of interest, however, as a possible future line of development.

DELIVERY STATIONS.

The type of delivery station almost universal is that located in a store and administered by the proprietor. He receives the books returned and forwards them with the cards to be discharged at the central library. He also hands out the books charged and sent to him from the central library. Under this arrangement the responsibility of the proprietor is at a minimum, consisting in handing out and receiving books and forwarding them, together with fines, cards, and applications for registration. In many cases he is not even required to compute fines, but the account is sent to him daily from the central library.

For such service he sometimes receives a fixed sum ranging from almost nothing to as high as \$250 per year, the amount most often paid being, perhaps, in the neighborhood of \$100. It is becoming more common now to pay station agents according to their circulation. Here, too, rates vary. Jersey City pays one-third of a cent for each book or borrower's card sent to the library. Newark pays one cent for each volume circulated up to 1000 volumes per month, and half a cent for each volume additional. The rate at the Chicago Public Library has been \$10 per month for 500 volumes or less, \$2 a hundred from 500 to 1000 volumes, and \$1 for each 100 volumes over

* NOTE.—The sources of information in the following report are:

G. W. Cole, "Branches and deliveries" in the "Papers prepared for the World's Library Congress, 1893;" A. E. Bostwick, "Branch libraries" in the *LIBRARY JOURNAL*, Jan., 1898, vol. 23, no. 1; the annual reports of various libraries, and especially those of the Boston Public Library for 1896-97 and for 1897-98; correspondence with certain librarians, and inspection of branches and deliveries in Baltimore, Philadelphia, Newark, Jersey City, New York Boston.

1000. At St. Louis, I am told, the free advertising consequent on keeping a station is sufficient to create competition for the privilege among storekeepers, without any other remuneration. A compensation based on circulation seems to be preferred by those librarians who have had experience with both.

"The new method makes it to their [the station agents'] interest to interest the local constituency, to provide ample and attractive accommodations, to advertise these, and to win popularity for the station by adequate and attentive service." (Boston Public Library, Annual report, 1896-97.)

In spite of the fact that new delivery stations are rapidly being established, their desirability is sometimes questioned. The president of the New York Mercantile Library Association says: "We believe this system [home delivery] far preferable and much more advantageous in every way for our members than the old plan of delivery stations in vogue many years ago, and which had to be abandoned for the reason that it did not give satisfaction either to the library members or to the library management. We are sometimes adversely criticised for not rehabilitating this system.

"While delivery stations without opportunities of examining or inspecting the books may answer very well for free libraries, in our opinion they are not suitable and cannot be made to give satisfaction to the classes composing our membership." (Annual report, 1897, p. 12.)

The same objections are felt by public libraries. The chief of them are: (1) Two trips necessary, one to apply for the book the other to get it; (2) the consequent delay; (3) the liability of not securing a book asked for and the necessity of going without any book until another application can be tried; (4) the lack of opportunity to examine the book before selecting.

To obviate these difficulties, the Boston Public Library has developed the plan known as the *deposit system*. From 300 to 500 volumes are sent to each of the 17 delivery stations and placed on shelves, where they may be handled freely by the public. They are then allowed to circulate directly from the station, being charged and discharged there. Somewhat more than half the collection is fiction, the rest history, biography, travel, literature, science. Great care is taken to choose books of a high grade,

and yet of a character sufficiently popular to serve as recreative reading. The library now has more than 5000 volumes devoted exclusively to this use. The character of the collection on deposit at the station is varied by the exchange of 50 volumes monthly.

The deposit feature is by no means intended to supersede the regular delivery, but to supplement it, and the plan has proved very popular and highly successful. It seems to overcome the main objections to the delivery station, inasmuch as (1) if the borrower wants merely an entertaining book to read, he can get it without two trips; (2) he can get it without delay; (3) if unsuccessful in his application to the central library, he need not go empty away; and (4) in drawing a book from the deposit, he has the privilege of examining several hundred volumes. But perhaps the strongest claim for the deposit system is based in the fact that by it a better class of reading can be circulated than in almost any other way. With a sprinkling of fiction as a bait, the borrower finds himself handling a set of most excellent books. The practical convenience of taking one of these immediately rather than waiting to send to the central library will alone determine him many times in favor of a better book. So that even the "best books of all time, which," Mr. Dana says, "no one reads," stand a good chance.

A system of this sort must, of course, require more from the station agent. Where a simple delivery needs merely a shelf for storing the books previous to handing them over the counter, a deposit station requires a separate room or section of the store — usually at least 12 feet square — to accommodate book cases, chairs and a table, where books and catalogs may be consulted. More labor also is demanded from the agent. He must charge and discharge the books, send fine notices, collect fines, remove books in need of binding, pay for volumes stolen, report monthly statistics, etc., etc. For all this, including light, heat, rent, and service, the Boston Public Library pays \$12 for the first 300 volumes or less circulated monthly, and two cents for each volume additional. In comparisons of rate, however, it must be remembered that under this system the central library was last year relieved of recording a circulation of some 150,000 volumes.

The deposit system is worthy of consideration as the latest and most significant develop-

ment of stations. It is noteworthy also that in spite of the attractiveness of the deposit feature, which, since its introduction in Boston two years ago has increased the use of the stations fourfold, this increase has not taken place at the expense of the daily delivery, which has likewise shown a marked gain.

TRANSPORTATION.

Most libraries prefer to hire their own wagons, at a cost of about \$25 per week for horse, wagon, and driver, each team capable of covering nearly 40 miles per day. The employment of such wagons may or may not be more economical than local expresses—according to the number and location of the stations—but the greater gain lies in the regularity of the service.

The books are carried in all sorts of boxes, chests, and trunks. The form preferred in Boston, and recently adopted in Worcester, is a heavy wooden chest, bound with iron straps and corners, two feet long, one foot deep, and one foot wide. It is fitted with a sliding cover, and also a sliding partition to be used when the box is but partially filled. Such boxes cost \$5.75 each, wear a long time, and furnish good protection for the books. On the other hand, the Jersey City Library obtains good results with an ordinary, light, extension or "telescope" bag, made of cloth or paper material.

BRANCH READING-ROOMS.

Many libraries in connection with a delivery system maintain branch reading-rooms. These differ from stations in being located in rooms hired by the library, and in being administered by a regular library employee. Besides providing periodicals, they frequently contain reference-books and sometimes books for circulation. In Boston a reading-room can be supported at an average cost of \$1000 per year. Besides offering attractive quarters for reading to persons without good homes, the reading-room has a great advantage over the station in affording opportunity for personal work by a skilful attendant in guiding the choice of reading.

BRANCHES.

The term "branch" is used to denote an institution—such as may be found in Boston, New York, Philadelphia, Baltimore, and elsewhere—much more elaborate than a mere

reading-room, even when the latter contains a stock of books for circulation. For the reading-room is primarily a distributing agency, with provision in addition for recreative reading on the premises, while a branch performs also the more serious uses of a small independent library, and in connection with the central library still other functions. A well-equipped branch, in addition to the work-rooms needed for administrative purposes, provides accommodations for a delivery-room, a general reference or reading-room, a periodical reading-room, a study-room for school classes and clubs, and whenever possible a separate children's room. There are many small branches which do not enjoy such extended facilities, but there are others which approximate such requirements—many providing for most of these departments of work and some for all. The plans for the Lawrenceville branch at Pittsburgh include a lecture hall also.

Mr. Bostwick's very full discussion of branch administration in the *LIBRARY JOURNAL* for January, 1898, renders unnecessary an extended treatment here. In general a branch has the customary records—register, shelf-list, accessions book, and catalog; but at Baltimore and Philadelphia the branch accession books are kept at the central library. The ordering is almost always done at the central library, while the cataloging is done at the branches in the Aguilar and Free Circulating libraries, New York, at the central library in Baltimore, Philadelphia, and Boston. In the latter case the cards are printed. In Boston there is at the central library a union branch catalog, and a union shelf-list is in progress; the main register and accessions book include the central library with the branch records in duplicate.

"Pratt Institute has a union accession book but no union catalog nor register; Baltimore has a union shelf-list and a printed union finding list; Philadelphia has an official union catalog at the central library. In New York the Aguilar has no union accession book, register, or catalog; the Free Circulating has a union shelf-list and is making a union card catalog, a duplicate of which it is intended to place in every branch." (A. E. Bostwick in *LIBRARY JOURNAL*, Jan., '98.)

Baltimore, printing frequent editions of the union finding list, furnishes no other catalog at the branch. Elsewhere a separate card cata-

log is usually located at each. In Boston and at the New York Free Circulating Library separate printed catalogs have been issued in times past, but both issue now union bulletins or lists. In Boston it is intended to make the collections at the different branches fairly uniform, to print a union finding list containing the more important titles which will be found in all the branches, and to supplement this with a complete card catalog at each branch.

Uniformity in the numbering of books at all branches exists in Pratt Institute, Baltimore, and the Aguilar, and has been considered of so great importance as to justify renumbering in the New York Free Circulating and the Boston Public libraries. It is, of course, an absolute requisite for union lists.

At libraries employing delivery stations the borrower's card is good at either the main library or any station. With libraries having branches the practice is commonly the contrary. While in Baltimore the same card is good at the central library or the branch, "no person may have out books at two branches at the same time." In Philadelphia a card is good at one branch only, although there is nothing to prevent a person from having cards at more than one. In the New York Free Circulating Library also separate cards are issued for each branch.

The Boston Public Library is peculiar in comprising branches as well as stations and reading-rooms. Great importance, therefore, is attached to coördinating these various agencies and welding the whole into one closely joined system. As a means of furthering this end, besides the delivery to stations and reading-rooms, six of the stations are also similarly connected with neighboring branches, and a daily collection and delivery is maintained between the central library and each branch. The same card is good at any agency; the books may be drawn directly at different branches or stations, or they may be drawn at any one place from any others; and these books no matter where drawn may be returned at any branch or station, and there they will be discharged from the card, fines collected, and the card handed back at once to the borrower. This free exchange makes possible the performance of functions in connection with the central library which would be beyond the resources of independent or isolated branches.

For, in the first place, any book in the entire system which circulates is accessible at any point. Again, at the request of any school or club—or even of an individual—studying a special subject, the material in the branch is set aside for use in the study-room. In addition—when desired—the resources of the branch are supplemented by a special collection sent from the central library to the branch on temporary deposit, and these books may be drawn by the regular card or reserved for use on the premises. Similar collections are also sent on request to the stations and reading-rooms.

In this connection portfolios of pictures, reproductions of works of art, antiquities, costume, and illustrations of history or travel are sent from the central library to the branches for exhibition. Such exhibitions—sometimes of general interest, sometimes relating to topics under study in the schools—are held at each branch monthly. Special sets of illustrations are sent so far as possible whenever asked for, the school teacher not infrequently taking her whole class to the study-room and giving a talk illustrated by the pictures and books.

The collections of books in branch libraries vary in size from 3000 or 4000 to 35,000 volumes. In Boston, where exchange is easy and the great central reservoir may be drawn on, 15,000 volumes is considered a fair average. It is intended to keep this collection fresh by discarding or transferring to the central library books which pass out of date. According to the recommendations of the Examining Committee, "It is desirable that the books in the branch collection should be as active as possible. Apart from an ample supply of periodicals, both popular and solid, the branch collection should consist of: (a), the fundamental works of reference; (b), a carefully selected set of juvenile books; (c), a collection of such books as are needed for coöperation with the work in the schools, and (d), a not very numerous collection of miscellaneous books for which there is a popular demand." (Annual report, 1896-97, p. 57.)

At Boston, although many of the branch collections were built up separately, uniformity is attempted now, and consequently each new title is purchased for all of the nine larger branches with the exception of a very

few special books which seem to be required by the peculiarities of certain districts only. Elsewhere strict uniformity is not usually sought.

The introduction of open shelves in branches is the most pronounced tendency of the times. Books rare or costly will naturally be preserved in the central library, while books located at the branches will all be suitable for the general reader. For these reasons a branch offers the best possible field for the success of the open-shelf system. At Pittsburgh the branches now building are constructed with this in view. At Philadelphia free access is general throughout branches and central library. At New York and Boston open shelves are provided in branches recently organized, while alterations are being instituted to facilitate their introduction in others previously closed. At the Enoch Pratt Free Library the shelves at the branches are closed, and the librarian emphasizes his disapproval of allowing free access. With this exception opinion seems unanimously to favor open shelves.

In comparing the advantages of branches and stations the greater cost of branches is frequently cited in a vague way. To give the matter definiteness I have compiled statistics showing the cost per volume of circulation last year at certain branches and stations. Under branches I have omitted the cost of books and binding, since this item cannot be estimated for stations. If I have read the printed reports correctly the figures are as follows :

Cost per volume circulated through <i>stations.</i>		Cost per volume circulated by <i>branches.</i>	
Public Library of Newark, {	.....2.2c	Free Library, {	.....2.9c
Public Library of Chicago, {	.....2.3c	Free Circulating Library, New York, {	4.5c
Public Library of Boston, {	.....3.7c	Public Library, {	.....5.9c
		Boston, {	

In comparing these figures it must be remembered, first, that the cost of charging and discharging the books is charged against the branches, but is probably not charged against the stations except in Boston, where this work is done at the stations; second, that in the case of branches the whole cost of all the work done — including reference work, co-operation with the schools, reading-room use, etc. — has been charged against the circulation for home use, so that the comparative cost may perhaps roughly measure the amount of such work accomplished in each case. Taking these facts into consideration, it is by no means certain that for circulation alone the cost of a branch need be greatly in excess of the cost of a station, while for the amount of service rendered, if such a comparison is allowable, the branch may yield — dollar for dollar — better results. The determining factor will in many cases be found in the geographical distribution of population. Where comparatively isolated districts exist, with a large population grouped around prominent and accessible centres, there the opportunity will offer for establishing a strong, far-reaching branch; while with a dense population, stretching continuously, without well-defined centres, frequent delivery stations may be preferred.

A. L. A. REPORT ON LIBRARY BUILDINGS, 1898.

BY WILLIAM E. FOSTER, LIBRARIAN, PUBLIC LIBRARY, PROVIDENCE, R. I.

THE scope of a report like this is to be interpreted as covering the principles and methods which are represented in library plans, as well as the details of such library buildings as have been recently erected (*i. e.*, since 1894).

There is an increasing disposition, in all of the operations connected with the planning of a library building, to turn to experts who are competent in their various departments, for trustworthy suggestions or direction. Instances in point are ventilation, heating,* etc. Yet, very obviously, it is in the field of architecture itself that the greatest need for the services of an expert has shown itself, particularly where circumstances have made it desirable to reach the selection of the architect of the building through one of the various forms of competition, rather than by outright choice of some individual. In such instances, a "consulting architect" is required. The wisdom of such a course has been very emphatically demonstrated to those libraries which have adopted it, including the New York, Milwaukee, and Providence public libraries, and the Columbia University Library, for which this service has been performed by Professor William R. Ware, of Columbia University, and the Newark Free Public Library, for which a similar work has been performed by Professor A. D. F. Hamlin, of Columbia University. A like course has since been taken by the Jersey City Public Library, which has also engaged Professor Hamlin as consulting architect.

Equally noticeable is the increasing tendency, on the part of library boards, to recognize that the librarian himself is—or ought to be—the expert authority to be consulted within the field of technical library details. An ideal way of bringing the librarian into closest contact with every successive step in the planning and construction of the building is by making him either the secretary or a member of the com-

mittee, board, or other sub-organization of the governing body, which has the immediate charge of erecting the building. Should this be done at the very outset, before even the building lot has been secured, the resulting benefit will be seen in the fact that each separate division of the general subject, as it comes up, will be considered, discussed, and finally agreed upon, in the light of the suggestions which the librarian is able to bring forward. This has been done in the case of the New York, Newark, and Providence public library buildings.

The question of the mutual relation of librarian and architect, after the latter has been selected, is also receiving increased attention. It is by no means a new subject, nor has the effort to meet the librarians at least half way been wholly unknown heretofore, as witness the very admirable paper of Mr. Normand S. Patton, an architect of Chicago, before this association in 1889.* Late in 1897, the Bates & Guild Company, of Boston, who are the publishers of the *Architectural Review*, and also of the "Brochure series of architectural illustration," planned to issue a "Special library number" of the latter publication, which should treat the subject of library architecture both from the point of view of the architect and from that of the librarian. This number (dated November, 1897), contained a noteworthy article on "Library architecture" from one of the most eminent of American architects, Russell Sturgis, but gave up seven of its pages to a presentation of the same subject from the librarian's point of view. These pages included an article, by the writer of this report, on "Planning a library; from the librarian's point of view," and also Mr. Charles C. Soule's admirable paper on "Points of agreement among librarians as to library architecture."† That

* Printed in the *LIBRARY JOURNAL*, v. 14, p. 159-61.

Reference should also be made to the recent series of articles by another Chicago architect, Mr. Oscar Bluemner, on "The planning of small library buildings," in *Public Libraries*, Jan., Feb., March, April, and June, 1898, v. 3, p. 3-4, 39-41, 75-76, 115-17, 201-2.

† Reprinted from the *LIBRARY JOURNAL*, v. 16; conference proceedings, p. 17-19.

* In connection with the construction of the Providence Public Library, Professor S. H. Woodbridge, of the Massachusetts Institute of Technology, has been engaged as the consulting engineer in all matters relating to heating and ventilation. In regard also to several questions of lighting, an eminent oculist has been consulted.

so pronounced a statement of library needs—architecturally considered, but presented from the librarian's point of view—should have been placed before a constituency of architects, under circumstances so exceptionally favorable, is an occasion for much gratification. Some of the fruits of this increased interest in the subject, by architects, may perhaps be seen in the interesting "Competition for the ground plan of a library building for a town or small city," which was arranged for in the number of the same periodical, dated January, 1898. In connection with the announcement of this competition, the competing architects were "strongly advised to read"* the articles above named, in the November number. The plan which received the award (made in February, by the judges, Professor Francis W. Chandler, of the Massachusetts Institute of Technology, Mr. Charles C. Soule, and the editor of this architectural journal) is published in the March number, at p. 45. At p. 47 of the same number is an instructive tabulation of all the plans submitted.†

Mention should be made of several recent architectural competitions which are of exceptional interest. The first of these is that of the New York Public Library. The preliminary arrangements were conducted by a committee of the board (with a special advisory committee of three, consisting of the executive officer of the library, Dr. Billings, Professor William R. Ware, of Columbia University, and Mr. Bernard R. Green, of the Library of Congress). It was decided to obtain the plans by two consecutive competitions, the terms of which are reprinted in the *LIBRARY JOURNAL*, June, 1897, v. 22, p. 296-97. The terms of the second competition, in which twelve architects took part, were published August 2, 1897, and are summarized in the *LIBRARY JOURNAL*, v. 22, p. 390. The award was made November 10, 1897, the plans of Carrère & Hastings, of New York, being then adopted. A brief description of their plans will be found in the *LIBRARY JOURNAL*, v. 22, p. 744-45, and the floor-plans and view are reproduced at p. 735. It is not pleasant to be obliged to add that, owing to a peculiarly unenlightened course of action which

the New York City Comptroller has felt obliged to adopt, this admirable building remains unbuilt, and not even begun. A letter from Dr. Billings, dated May 19, 1898, says: "The matter is now before the Department of Public Parks and the Board of Estimate and Apportionment, and it is impossible to say when action will be taken. I think it probable that ultimately the necessary funds will be granted and the work go on to complete the contract made by the city, but this may not be done before next fall, or possibly not for a year."

The second instance is that of the Newark Free Public Library. The pamphlet announcement of "Conditions of competition" was issued June 21, 1897, the plans being called for between September 20 and September 23, 1897. The award was made October 7, 1897, the plans of Rankin & Kellogg, of Philadelphia, being then adopted.

The third instance is that of the Jersey City Free Public Library. On the 5th of April, 1898, circulars of instructions were issued to architects. A preliminary sketch competition was closed April 30, 1898, and a second competition was then announced, to close June 24, 1898. The committee of award consisted of three eminent architects, George B. Post, Bruce Price, and A. D. F. Hamlin.

A competition has also been held in connection with the Lynn (Mass.) Public Library plans.

One of the most elaborate schemes of architectural competition is that embodied in the pamphlet of 39 pages, entitled "Programme for an international competition for the Phebe Hearst architectural plan of the University of California" (including a library building for 750,000 volumes), which is dated "Berkeley, California, December 3, 1897," and which was distributed to architects and others in both continents early in 1898. The estimated cost of the building is not stated, but the fact that the sum of \$50,000 has been set apart simply for the purposes of this competition, including the payment of the awards, makes this a noteworthy architectural incident.

In leaving this subject it may be said that much is to be hoped for from the increased attention, as well as the more intelligent attention, which is now paid to the mutual relation between the architect and the librarian.

If now we pass to the second part of the sub-

* January "Brochure series," p. ii.

† In the November issue, above cited, (of the "Brochure series,") are published 45 library views, European and American, reproduced in half-tones of exceptional excellence.

ject and examine briefly the noteworthy details of recent library buildings, regret must be expressed that the response to the request for such details from the various libraries has been so meagre.

It is possible, however, to touch on some of the more noteworthy instances, as named below.

Among instances of buildings not yet begun, but now in the earliest stages of preparation, there may be named the New York State Library at Albany (now moving for a location distinct from the State Capitol);* the Cleveland Public Library (now making comparison of plans); and the St. Louis Public Library (which on the 24th of last March purchased a lot 324 x 282 feet for its new building). To these should be added the New York Public Library and the Jersey City Public Library, neither of which has yet advanced beyond the stage of securing plans.

Seven libraries, costing in each instance more than \$100,000, are now in process of construction, namely, the Lynn (Mass.) Public Library, the Fall River (Mass.) Public Library, the Providence (R. I.) Public Library, the Free Public Library, Newark, N. J., the Wisconsin State Historical Society Library, Madison, Wis., and the Milwaukee Public Library and Museum.

The record of noteworthy library buildings which have been opened to the public since January 1, 1895, is a striking one. It includes the Boston Public Library, January 31, 1895; the Carnegie Library, Pittsburgh, November 5, 1895; the Pratt Institute Library, Brooklyn, May 26, 1896; the Peoria (Ill.) Public Library, February 11, 1897; the Hart Memorial Library, Troy, N. Y., May 12, 1897; the Kansas City Public Library, September 1, 1897; the Chicago Public Library, October 9, 1897; the Columbia University Library, October 12, 1897; the Library of Congress, November 1, 1897; the

Omaha (Neb.) Public Library; and the Princeton University Library, November 7, 1897.*

Several of the public libraries above named show a striking resemblance in general type of architecture. It is obviously only a superficial observation which would classify them as "reproducing" the architecture of the Boston Public Library building. It would be more correct to say that both the Boston Public Library and the others named below show strongly the influence of the Sainte Geneviève Library† in Paris, as that, in turn, shows the influence of some of the Italian palaces of the Renaissance, such as the Pitti Palace at Florence, or the Pompei Palace at Verona.

This is a phenomenon which should possess not only interest, but instructiveness for both the librarians and the architects who are studying the future of library architecture. Some of the subordinate bearings may be stated as follows:

1. The architectural strong point of this type seems to consist in the symmetry and simplicity of its outlines; in the main, two parallel lines extended horizontally only so far as symmetry demands.‡ It does not include such a feature as a tower as one of its outgrowths, and it

*To these should be added several noteworthy buildings, erected within the past few years, in places other than large cities, whose beauty and expense have borne no relation to the size of the localities in which they are found. These will include the Blackstone Memorial Library at Branford, Ct., the Pequot Library at Southport, Ct., the Robbins Library at Arlington, Mass., the Millicent Library at Fairhaven, Mass.; and there should be added the Hearst Free Library, Anaconda, Montana, though this is situated in a city of more importance than the places just mentioned. These are, in each instance, gifts to the community, the total amount of the gift not always being stated, and only inferred from the magnificence of the design and the materials.

† See the views of the Library of Sainte Geneviève, at p. 172 and 177 of the November number of the "Brochure series of architectural illustration," and also other Parisian buildings of a similar type, shown at p. 170 and p. 174 of the same number. "A thoroughly and easily recognized architectural treatment," remarks the editor—"the reasonable and natural result of practical conditions." (Page 171.)

‡ This may be seen not only in the Boston Public Library above mentioned, but in the Omaha, Kansas City, Indianapolis, Portland (Ore.), Troy, Providence, Fall River, and Arlington buildings, and, to a modified extent, the Newark and Lynn buildings. Views of most of these may be seen in the November "Brochure series of architectural illustration."

*"I recommend," says Mr. Dewey, "in view of all the facts, that the regents ask for a small appropriation which would enable them to secure, probably most wisely by open competition, plans from our best architects so that before a definite proposition is made to the legislature we may have designs for a building which, in its practical convenience and in its architectural features, shall command respect and admiration." (Director's report, 1897, p. 13.)

seems to embody the counsel of an eminent English architect, quoted in a recent paper: "If you have height, do all you can to emphasize it and make it tell;"* and similarly, if you have length, emphasize that. In this case it is length that is emphasized and made effective.

2. Provided the other dimensions are so pronounced as to preserve the symmetry above indicated, this is an architectural type that even lends itself well to buildings of so great a height as the Chicago Public Library.† This is a building whose fenestration—practically only two horizontal lines of window spaces—gives the spectator at first no real conception of its true size, its height being 90 feet. Much the same may be said of the New York Public Library, though this is classified under another heading below.

3. It is also a treatment which lends itself equally well, so far as architectural considerations are concerned, to very different treatments of the ground spaces, including the quadrangle, as in the Boston Public Library; the interior courts in buildings treated like the Library of Congress;‡ the stack in the interior of the building, as in the Chicago Public Library; the stack built parallel to the main building, or even absorbed in it, architecturally, as in the Fall River instance; and the stack built at right angles to the main building, as in the Kansas City,§ Newark,§ and Providence|| instances. In the last-named instance—Providence—where the stack building is compelled, by the nature of the library lot, to be a promi-

nent architectural feature, the treatment of this "refreshing" problem—to quote Mr. Russell Sturgis*—has been conspicuously successful, from an architectural, as well as a practical, point of view.

4. It is a type of architecture which lends itself well to the demands of purely practical considerations, such as lighting, ventilation, and arrangement.

While it is true, as stated above, that this is a type which possesses many obvious advantages for library purposes, it does not by any means follow that it should be regarded as the exclusively "library" architectural type. When such a feature as a dome is rendered necessary, it combines well with the other features of this type, but, when prominently in sight, with the inevitable result of something distinctly different in effect. This may be seen in the Library of Congress, the Milwaukee Public Library and Museum, and other instances.† The Columbia University Library building, one of the most exquisitely beautiful buildings recently erected in America for any purpose, while it is of the Renaissance style of architecture, has nothing in common with the type above referred to, the dome in this instance being one which very distinctly emphasizes height.‡

Finally, in touching on the details of library arrangement, it should be said that the library building of the future will of necessity cover more space than has been planned for in the past, quite independently of the question of the constantly increasing number of volumes. Rooms such as the children's reading-room, the art-room, and the lecture-room are here to stay, and must be reckoned with in plans for

* Quoted by R. Clipston Sturgis, in the "Proceedings" of the American Institute of Architects, 1897, p. 88.

† See the view at p. 5 of the special supplement to the *Inland Architect*, Jan., 1898.

‡ This building is, however, classified under a separate heading below. See Small's "Handbook of the new Library of Congress."

§ See the floor plans, as shown in the separate pamphlets which have been published, descriptive of these two libraries.

|| Although the writer's own library (the Providence Public Library) possesses the "right angle" stack plan, instead of the "parallel" one, he would say that in his own judgment the "parallel" method is to be preferred whenever practicable. In the case of the Providence building, the inability to remove a certain building at the time when the stack was constructed is responsible for the adoption of the other method. The Fall River treatment is an obvious "variant" of the Milwaukee type of stack, which, perhaps, comes nearest to being regarded as ideal.

* "That, indeed," says Mr. Russell Sturgis, "may be as refreshing a problem for the hard-witted architect to struggle with as he is liable to meet with in this busy modern world."—"Brochure series of architectural illustration," v. 3, p. 169.

† For a different reason, the New York Public Library building belongs out of the category previously indicated, for while, indeed, it has no prominent dome, its sky line is broken, on its three principal faces, by a pediment which forms a very prominent and a very beautiful architectural feature. See the views shown in *Harper's Weekly*, v. 41, p. 1223-25.

‡ Another building which is at once an exquisitely beautiful structure, and one which belongs outside the type above described, is the Princeton University Library, a charming specimen of English gothic, recalling Magdalen College at Oxford.

any library of the larger size. But, more than that, provision must be made for a large use of the books on the premises, in such rooms as study-rooms, reference-rooms, class-rooms, etc. "To estimate the probable number of readers or students who must thus be provided for"—as the present writer has said elsewhere—"is a distinctly more difficult problem than to forecast the annual increase of the books. In most of the libraries where it has thus far been attempted the estimate has proved to be too low."* In the two rooms of the Boston Public Library which chiefly stand for these uses—Bates Hall and the periodical-room—the number of those who can be seated is about 500, and at times all the seats are filled. In the two rooms corresponding to these in the Providence Public Library—with a far smaller constituency—the number is 180. In the plans of the New York Public Library, which met with so emphatic approval at the meeting of this association one year ago,† the number provided for is 800; and in the Chicago Public Library, it is even larger.‡

It is evident from a study of these recent buildings that the stack is not yet eliminated as a feature in library arrangement and construction. Yet it is noteworthy that the movement in the direction of open shelves is very well intrenched, even in those libraries which have a stack. Thus, to take what is perhaps an average case—the Providence Public Library will have at least two-fifths of its volumes elsewhere than in the stack, these volumes being accessible on open shelves, in such rooms as the reference-room, the art-room, the patent-room, the medical library, the educational library, etc. (and an even more striking result has been reached in the Newark building). Moreover, while this is true of these two-fifths, the remaining three-fifths are made accessible to scholars who may need to use them, in a very practical manner, and one which lends itself very well to preserving the same proportions. Directly communicating with the stack, on several of its floors, is a series of special study-rooms. Obviously, therefore, there is no one of the books in the library,

whether in the stack or out of it, which can be said to be badly placed for intelligent and convenient use by readers or students.

One other feature of library arrangement should here be mentioned, namely, the delivery-room. It seems like a truism to say that it should be in close contact with the stack, yet the experience of one of the largest libraries in the country shows that the statement is not wholly unnecessary. Acting on the principle that a straight line is the shortest distance between two points, we might naturally wish not only to place the delivery desk at the intersection of all the lines in a horizontal plane, as in the Library of Congress, but also at the centre, so far as the vertical lines are concerned. The library of Cornell University makes an interesting approach to this ideal. The delivery desk is not only at the point of junction of two stacks running at right angles to each other, but it is midway of the distance from top to bottom of the seven-story stack, owing to the sharp descent of the hill on which it is built. The Providence Public Library cannot reproduce these conditions, owing to the much less decided slope of the hill, but it makes as close an approximation to it as it can. The delivery room projects into the stack itself, as a tenon extends into a mortise, so that there are stack-floors above and below the delivery desk, as well as just beyond it.

Increased attention has recently been paid to the planning and construction of branch libraries, at Boston, Baltimore, Pittsburgh, Indianapolis, and Cleveland. The Lawrenceville branch* of the Carnegie Library at Pittsburgh supplies an interesting instance of a novel type of branch library construction. It may be said that, while there is much to be learned, in the planning of branch library buildings, from the construction of small library buildings generally, there is also much to be studied, in this connection, in the conditions of the main library itself. The suggestions on branch libraries in the last report of the Boston Public Library, show that the subject is not free from difficulties.

This last remark, indeed, that the subject is not free from difficulties, may be made of library architecture as a whole; and yet at no previous time has the outlook for the future been more favorable than it is at present.

* "Brochure series of architectural illustration," v. 3, p. 179.

† LIBRARY JOURNAL, v. 22; conference proceedings, p. 133-40, 154.

‡ LIBRARY JOURNAL, v. 22; conference proceedings, p. 134.

* See LIBRARY JOURNAL, v. 22, p. 441.

REPORT ON CLASSIFICATION AND CATALOGING.

BY GEORGE E. WIRE, EVANSTON, ILL.

THIS report covers the period October, 1894–March, 1898, and is designed to include the leading United States and English books and articles on the subjects of classification and cataloging. But little in French and German has appeared which is within the scope of this paper since the report made by Mr. Nelson in 1894.

Mr. Nelson referred to the thorough discussion of the principles of classification and cataloging which had been given by Mr. Bliss in 1889 and by Mr. Kephart in 1893 as his excuse for devoting himself entirely to the reportorial side of the subject. I agree with him, and I do not think it becomes me to prepare a monograph on these principles which are practically settled with the busy librarian, as far as this generation goes. I make a distinction between classification and cataloging and bibliography, and have aimed to exclude the latter where possible from this report. There are certain schemes more or less tangible to which I briefly refer, but which I think come more under the head of bibliography than they do under my subject as I construe it, and so I leave them with this brief mention. I have somewhat changed the assignment given me, and have made the distinctions noted, so that my subject relates more to the science than the art, rather to the principle than the application. This has been done to shut out consideration of a host of catalogs which hardly deserve mention as such and which have been omitted from this report. The report is divided into six main heads in somewhat connected order. These are Classification, Cataloging, Annotated lists, Finding lists, Document lists, Indexing. This brings into notice certain prominent features, not all of them new within the period now covered, but all interesting when viewed as parts of a whole—that whole being the bringing the reader and the book together. This is the main idea of library work, and it is worth while to repeat it as something always to be kept in mind.

Classification.—The Decimal Classification has been very much to the front in England and on

the continent, though for two entirely distinct purposes. On the continent it has been made the basis for international work. L. J. 21: 369–370, has an article on this subject referring to certain other articles which have appeared in various periodicals. Mr. Josephson has an article in *Science*, Sept. 4, 1896, very fully referred to in L. J. 21: 475, somewhat on this subject. In relation to this, I may mention a remark recently made to me by Mr. J. C. Dana, of the Springfield (Mass.) City Library Association, to the effect that they intended to classify their Natural History Museum exhibits on the D. C., so that the object in the museum and the book in the library would have one and the same number. This is not in accord with several people who have claimed that the D. C. did not make a good working classification for a museum. But, as intimated above, this whole subject of international bibliography is too vast and too intangible at present to be more than referred to in this paper.

Mr. W. L. R. Gifford in L. J. 21: 494–498, gives an exceedingly fair and reasonable view of some of the difficulties we have all met in the D. C., and his conclusion is a wise one and one to be admired. It is interesting to compare the abridged D. C. with the full D. C., and to note that in many respects the lesser is better than the greater. The country subdivisions are all worked out and printed, leaving nothing to the wrongdoing of the amateur.

But by far the most interesting development of the D. C. is in England. Our brethren across the sea have discovered the D. C. and are trying to use it, and of course have various and sundry difficulties, most of which we have outgrown. The *Library* for the past two years has been quite alive with papers on this subject, and those who have not already read them are advised to do so. Space and time forbid more than a passing reference to them.

Messrs. Jast, Lyster, and Peddie have boldly taken up the classification, evidently with a firm determination to do or die. Those members of the A. L. A. who went abroad last year can tell better than I just how much courage this action

required, and just how much antagonism it would be likely to arouse. Mr. Jast claims (*Library*, 7: 169-175) to be the first to adopt both the D. C. on the shelves and in the catalog. He speaks of one other library having it on the shelves. He mixes up cataloging with his classification, and this will be found to apply to other articles by his brethren. His next paper (*Library*, 8: 335-353) refers to the D. C. in a reference library and also in an open lending library. This is a full, fair, and accurate description of the D. C., originally illustrated with lantern slides and followed by a most interesting discussion in which several members joined. They seemed to think it was too complicated, had too many long numbers, etc., to be readily used; it might be suitable for Mr. Jast or someone else, but they even preferred the Quinn-Brown classification and notation to the D. C. Mr. Jast in his third article (*Library*, 9: 340-345) defends the D. C., particularly in the 500's, against some criticisms made by Mr. Lyster, whom I shall next consider. Mr. Lyster (*Library*, 8: 482-492 and again 9: 329-339) considers the D. C. very favorably and almost enthusiastically, but of course has some difficulties and perplexities in applying it; and Mr. Peddie (*Library*, 9: 346-349) gives a few instances of his work in applying the D. C. His main trouble seems to be in the 600's. The last papers of Messrs. Jast and Lyster and that of Mr. Peddie were read at the 20th annual meeting of the L. A. U. K., Oct., 1897, and it is curious to note (*Library*, 9: 372) that in the discussion most of the opponents seem to have had no experience in close classification, and the president in closing sagely concluded that there must be something wrong about this system, for here were three exponents, and they could not agree upon certain features!

The greatest triumph of the D. C. is, as has been noted, its adaptation for the great scheme of international bibliography.

Passing now to the Expansive Classification, we note with pleasure that since the last report of the 7th classification, History, Philosophy and Religion have been finished. Medicine has also been published. Modesty precludes me from saying any more about the Medicine division other than that it is to my notion the best classification of medicine I have yet seen. Social Science, H I and J, two sheets, 32 p., have appeared. Mr. Cutter expects to have

Language, Literature and Book Arts, X Y Z, printed and indexed before this meeting. This classification is increasing in use and a number of libraries have adopted it in its lower subdivisions.

Rowell's University of California classification has been fully reviewed by Mr. Cutter (*L. J.* 20: 214), thus obviating any further reference to it here.

Farley's Radcliffe College classification is described in *L. J.* 21: 498. It follows D. C., except in 810-820, substituting a scheme tending to keep all of one author's works together and also having marks corresponding with the literature division in Harvard College Library.

Willcox's Peoria Public Library classification (*L. J.* 21: 522) gives a modification of the inverted Baconian scheme in a hundred classes, roughly speaking. These are divided by lower case letters for further expansion, and these still further divided by letters or figures.

The only really new classification is that of Messrs. Quinn-Brown, as set forth in *Library*, 7: 75-82, and it may be interesting to give the main classes and their designations: A, Religion and Philosophy; B, History, Travel and Topography; C, Biography; D, Social Science; E, Science; F, Fine and Recreative Arts; G, Useful Arts; H, Language and Literature; J, Poetry and the Drama; K, Fiction; L, General works. This has a distinctly Baconian flavor, and the mainly original thing about it is the notation, which is unmistakably faulty. They have in practice mixed up their notation with fixed location in order to avoid a call number fully as long as would result from using either the D. C. or the E. C. This classification seems to be coming in use in England where a change is demanded and the librarian does not want to put in the D. C.

Mr. Brown has an amusing "Fiction classification" in *Library*, 8: 22-31 which is worthy of perusal. Also in *Library*, 9: 143-150 he has some remarks on classification designed for elementary work.

Wien, K. K. Hofbibliothek Instructionen für die Katalogs arbeiten 1 Heft, 1895. This gives the classification only, occupying 6 pages, and then a full subject index. The whole thing is very crude according to our notions of classification.

Passing from the subject of classification as a whole, we find under the subhead notation some interesting discussions.

Mr. Langton has an article in L. J. 21: 441-443 on "Notation," chiefly devoted to bettering the E. C. Mr. Cutter, however, defends himself admirably, as he always does. Mr. Langton thinks Y 36. D 230: 7 is to be improved by Ital. Lit.

this: Dante The new classification and Div. Com.

notation of Harvard has some of these features, as Math. for part of a call-number. L. J. 22: 253 has a note of a French classification which has some of the points noted by Mr. Langton.

Mr. Kephart, in L. J. 22: 739-741, explains his system of notation mentioned in his paper in the proceedings of World's Library Congress, U. S. Com. Ed. Rpt. 1892-3, vol. 1, p. 861-897.

The latest paper on notation is that of Mr. Adams, L. J. 23: 52-53, which is favorably reviewed by Mr. Cutter, L. J. 53-55.

Cataloging.—A most interesting discussion on corporate entry and authorship has been carried on in the LIBRARY JOURNAL as follows: 21: 493-494, 22: 13, 22: 432-435, 22: 737, led by Mr. Fletcher, followed by Mrs. Kate E. Sanborn-Jones, Miss E. E. Clarke, Mr. Cutter, and Mr. Schwartz. Passing to England, Mr. Brown in Greenwood's "Library yearbook," 1897, p. 88-92, and in *Library*, 9: 150-156, has given us some good notes on elementary cataloging. Two articles in *Library*, 8: 150-156, 9: 70-73 show some of the poor work done in England. They plead strongly for educated and trained catalogers. In *Library*, 7: 161 are some excellent rules, 10 in number, for making references.

Maire A., *Manuel pratique du bibliothécaire*, Paris, 1898. This has, p. 117-180, a good résumé of cataloging, and on p. 181-248 an article on classification valuable for the digests of systems most of them somewhat old; for instance M. Maire quotes from the D. C. of 1885.

As aids to cataloging we have produced two works that are more to our credit than a new set of cataloging rules. The "A. L. A. list of subject headings," really the work of Mr. Jones, and the Cutter three-place table, the work of Mrs. Kate E. Sanborn Jones, are two invaluable pieces of work. The subject headings volume ran rapidly out of print, and by the time this paper is presented we are promised a second and revised edition. The Library School at Albany is also getting out an abbreviated form

of their rules for the use of summer schools and smaller libraries.

The Rudolph indexer, from which so much was expected (*see* L. J. 20:4, 20:221, 20:300), has failed even in its new home, the machines never having been in use and the shelf-lists having been given up in March, 1898.

I pass briefly over the various national and international cataloging schemes, as they do not come within the scope of this report. Mr. Campbell in his "Theory of national and international bibliography," London, 1897, has many and good things to say on this as well as on other related subjects. The Royal Society's scheme is referred to as follows: L. J. 20: 81, 20: 82-84, 20: 172-173, 21: 276, 21: 320-37, 21: 499-500, 22: 454. For notice of the International Bibliographical Institute, *see Library*, 7: 354. An English scheme is referred to in L. J. 19: 336-338 and L. J. 467-468 and *Library*, 7: 325-334; and a French scheme in L. J. 19: 334-336. For the Brussels conference, *see* L. J. 20: 346, 22: 349 and 23: 56-58.

At home the old Library Bureau scheme is treated of in L. J. 21: 78 and 21: 316, and the new A. L. A. scheme in L. J. 21: 440, 22: 5, and the newest of all—the co-operative library scheme—in L. J. 22: 21-22, 22: 697, 23: 24-25.

As to national catalogs, we have finished the Surgeon-general's Catalogue, 1st series, which I had the honor to review in L. J. 20: 394-396, and the War Department has promptly begun another series. The "American catalogue," 1890-1895, has appeared and is an improvement, if such could be, on its predecessors. The tables of documents, publishing societies and clubs are great additions. A Canadian catalog has also appeared (*see* L. J. 21: 512). The British Museum catalog is steadily nearing completion. There have appeared two monthly catalogs, one by Cedric Chivers and one by Sampson, Low & Co. In France the first volume of the national catalog is a fact; *see* L. J. 23: 205, and *Library*, 7: 49-50. It is prefaced by an account of various attempts at cataloging the library; it is 8vo, handy size, well printed, full titles, and notes where necessary, and it is to be hoped it may be carried to completion. The French have also published a trade list annual under title of "Bibliographie française." The only catalogs in our own country which I shall mention are the two Pea-

body Institute catalogs, second series, vols. 1-2. These are carried out on the same lines as the first series and need no further mention.

Mr. Nelson has since his report had the pleasure of seeing through the press the catalog of the Avery Architectural Library, which he mentioned in his report. It is a most excellent piece of work in every way.

Annotated lists.—These only need a mention, for they are more familiar than household words: "List of books for girls and women and their clubs," L. J. 20: 282, 20: 283, 20: 327, 20: 396-398; "Annotated bibliography of fine arts," L. J. 22: 211; "Supplement to Reading for the young," L. J. 21: 474, 21: 514; "*Ladies' Home Journal* list of 5000 books," L. J. 20: 187; Wisconsin list, L. J. 18: 486, 19: 319; Michigan schoolmaster club's list, L. J. 20: 364—of this a new edition is now preparing; Lemcke's "Catalogue raisonnée of world literature," L. J. 20: 363. I mention but three finding lists constructed on this plan. One of the first comes to us from our English cousins, and is the list of the Clerkenwell Public Library, see *Library*, 7: 222. The list of the Lewisham Library (*Library*, 8: 117-11) is also on this plan. At home I mention the Brookline Public Library fiction list, L. J. 20: 248, and the Evanston fiction list, L. J. 22: 721. The latter has several valuable features, such as lists of short stories and lists of college stories, aside from the annotations.

Finding lists.—The finding list is coming more and more to the fore, and the catalog as a printed aid is going into the background. Time was when a library spent much of its substance on a catalog which was out of date before it was off the press. With the tendency to open shelves in our public libraries, the necessity of an elaborately printed catalog is lessening day by day. These finding lists with us are taking the form of a classed list with author and subject indexes, and are frequently put out in sections. The Chicago Public Library was the one to lead in this, and its example has been followed by others, notably Salem Public Library. The formula for a public library is a dictionary card catalog up to date for reference and office use and class lists and bulletins for the public.

Our English brethren are just beginning to see the light, and some are already trying to escape from the catalog. The question of dic-

tionary *vs.* class catalogs and of catalog *vs.* name list are burning ones with them. Mr. Jast (*Library*, 7: 169-175) advocates the class list, and there have been some scathing criticisms on poorly constructed class lists and dictionary catalogs. *Library*, 7: 188-192 has a review of some two dozen catalogs and lists, mostly English, showing a reaction in favor of the classed list. But their idea of a classed list seems to be different from ours. We mean D. C. generally, and they mean whatever classification with no index may be inflicted on the library. Mr. Curran (*Library*, 7: 21-28) has an able plea for fuller annotated entries. Further discussions are: *Library*, 9: 41-44, by Mr. Jast; *Library*, 9: 45-69, by Messrs. Brown and Jast; *Library*, 9: 173-178, by Mr. Dent, and *Library*, 9: 174-189, by Mr. Doubleday. These are all pleas for better work, not only in printed but in manuscript catalog work.

The few following examples, widely distributed, will give some idea of the work done here, and also some instances in which linotype has been used to advantage:

Buffalo Public Library, Finding list of books and pamphlets: Fiction, Language, and Bibliography, August, 1897. This material was put in shape before Mr. Larned's resignation from the library. This is a good finding list, has contents of volumes and series, but no index.

Carnegie Library, Pittsburgh, Finding list. L. J. 21: 40; noted for the rapidity of its execution, and was done on the linotype under formal printed rules.

Newcastle-on-Tyne (Eng.) Public Libraries, Catalogue of Stephenson Branch Library, 1897, has author list, subject list, subject and author list, fiction and juvenile list by titles and subject index. Its chief claim to note is that it is the first finding list in England to use D. C. numbers. They are placed at left of the entry and call-numbers at right of entry. Subject list is arranged on the D. C.

New London (Ct.) Public Library Finding list, March 1, 1897, Edition 2. Subject, author, and title list. Linotype, full titles and good work, L. J. 22: 454.

Salem (Mass.) Public Library. The finding lists now include all but one section of the library and the chain will soon be completed. The bulletins keep up their excellent lists of new books and reading lists.

Scranton (Pa.) Public Library, Finding lists

and bulletins are printed from linotype — slugs of the bulletins are filed and kept for use in printing finding lists.

St. Louis Public Library, Class list, No. 1 — English prose fiction, 1897. So far as possible indexes author and title, author in heavy-faced type. Supplement has lists of best fiction, English and Foreign.

San Francisco Free Public Library, English prose fiction, Authors and titles, June, 1897. Has entire rearrangement on Cutter three-place table.

Document Lists.—Dr. Ames' "Comprehensive index of publications of the United States Government," 1889–1893, came out in December, 1894. This is the first intelligent attempt on the part of the government to unravel the maze of documents, except Dr. Ames' own check list. This index is arranged in three columns, giving author or sponsor, title, and where found.

Following this comes "Catalogue of Public Documents of the 53d Congress and all Departments of the U. S.," March 4, 1893, June 30, 1895. This is arranged on the dictionary plan, and has been most favorably reviewed, L. J. 22: 4–5, 2: 43.

Following this in the scheme of the public documents catalogs, come the Indexes to the 54th Congress, first and second sessions (L. J. 22: 270 and 22: 770). Too much praise can not be given for the accuracy and promptness in getting out these, and particularly that of the second session, which came out in eight months from time Congress adjourned.

January, 1895, began the issue of the "Monthly catalogue of government publications," which completes the document scheme. This appears promptly and gives full titles and particulars of documents.

The "Check-list of public documents," 1895, 2d ed., by Mr. Crandall (L. J. 21: 74) is too well known to need any praise. It is a second edition of that of Dr. Ames', giving him full credit, and adopts his serial numbering.

A. R. Hasse. List of publications of U. S. Department of Agriculture, 1841–1895. This is a full and valuable record of all available documents of this government department.

Indexing.—The supplement to "Poole's index" for 1892–1896, appeared in the latter part of 1897 (L. J. 22: 724, 22: 770). A German "Poole's index" has lately appeared under the title "Bibliographie der Deutschen Zeitschriften-Literatur, heft 1, 1897." The French "Poole's index," lately out, is D. Jordel's "Repertoire bibliographique des principes revues françaises, pour l'année, 1897." A rival to the "Annual literary index" has appeared in the "Cumulative index to periodicals" (L. J. 21: 278, 21: 346, 21: 396). The "A. L. A. portrait index" (L. J. 22: 253–255, and 22: 347–348) has made good progress, but is now somewhat in the shadow of the printed card index to serials. Mr. Tandy, of the Denver Public Library (L. J. 22: 88), makes a strong plea for indexing standard authors, and various popular books have been reported in the LIBRARY JOURNAL as minus indexes.

REPORT ON LEGISLATION AND STATE AID.

BY JOSEPH LE ROY HARRISON, LIBRARIAN OF THE PROVIDENCE (R. I.) ATHENÆUM.

IN preparing this report on the library legislation of the year, the material has been arranged under the convenient geographical divisions adopted by Commissioner Harris in the various reports on library statistics issued by the Bureau of Education—that is, North Atlantic division, South Atlantic division, South central division, North central division and Western division.

The work of the year divides naturally into two classes: Actual legislation and legislative effort.

The legislation, accomplished or attempted, includes that affecting public libraries, state libraries, library commissions, travelling libraries, and school libraries.

The report attempts to cover the ground from Jan. 1, 1897, to the present time.

NORTH ATLANTIC DIVISION.

Maine	Connecticut
New Hampshire	New York
Vermont	New Jersey
Massachusetts	Pennsylvania
Rhode Island	

This grand group of states, in which library legislation has been active for almost half a century, from which came the first public library law, the first school library law, the first law creating a library commission, the first law providing for travelling libraries, and the first law making provision for the professional training of librarians, has found occasion for continued legislative activity. Maine, New Hampshire, New Jersey, and Pennsylvania have passed new laws and amended and supplemented old ones. New York has introduced a new education bill, which, like the act of 1892, provides for the government of libraries. New Jersey has joined New York in providing, by law, for a system of travelling libraries, and Pennsylvania has made an earnest effort to be the third state of the group to place on her statutes a travelling library law.

The detailed work of the group, given as briefly as possible, curtailing much and omitting much, is herewith summarized, as the other groups will be, under the states forming the divisions.

MAINE.

March 17, 1897.—"An act authorizing the establishment of free public libraries in villages and branch libraries in towns and cities."

The act, in two sections, applies to incorporated villages in towns where no free library exists.

It empowers a tax of two dollars on each ratable poll for establishment and one dollar annually on each poll for maintenance.

The library is entitled to receive from the state treasurer a sum equal to 10 per cent. of the amount annually appropriated for the library by the village.

The village libraries established under the act are subject to all the duties and entitled to all the privileges prescribed by the laws relating to free public libraries in towns.

Any town in which there is a free public library is authorized to establish and maintain branches.

The law is the first to be passed in Maine providing for the establishment of libraries in villages and also the first providing for the establishment of branches. The same tax rate is maintained for village libraries as is provided by the laws of 1893 and 1897 for those of towns and cities, and the fact that the library is to receive the same aid from the state as provided by the library commission law of 1895 is emphasized.

NEW HAMPSHIRE.

February 16, 1897.—A state library law of this date allows appropriations not necessary for the law department to be expended for other books.

NEW YORK.

The first public library law in New York, passed in 1835, originated the system of school district libraries administered by the school authorities. This was copied by 21 other states and not abandoned by the parent state till 1892. In 1872 a second public library law was passed, with the township as the unit. In 1892 all previous library laws were practically repealed by the act revising and consolidating the laws relating to the University of the State of New York, under the library section of which the libraries of the state are now, for the most part, governed.

A new education bill, entirely revising the law of 1892, was introduced during the last session of the legislature. The committee having it in charge was unable to put it in proper shape for action before the close of a short session. It was reported, and recommitted in order that amendments might be added, and with the understanding that it would be placed

before the legislature early in the next session, that is, in January, 1899.

The bill, as printed for the use of the members of the legislature, covers 241 quarto pages, divided into 753 sections. 27 pages, divided into 62 sections, are devoted to libraries — with the exception of three sections referring to the state museum. The 59 sections regulate the government of the state library, travelling libraries, various departmental libraries of the state, libraries in public institutions, public libraries, chartered free libraries and museums, state teachers' libraries, and school libraries.

In view of the importance of the bill and the fact that it will probably soon become law, some of the more important features relating to libraries are herewith given:

Supervision. — All public libraries, except those belonging to the various state departments and the state teachers' library and the school libraries, which are under the control of the state superintendent of public instruction, are under the supervision of the regents.

State Library.

Travelling libraries. — The regents may establish and maintain travelling libraries, which shall consist of selections of books, to be lent as a whole, for a specified term, for free use under their supervision, to communities, libraries, clubs, or other borrowers.

Paid help. — The regents may, so far as practicable and as demand warrants, provide for the convenience of readers in the state library, or for those using its facilities through correspondence, the services of typewriters, stenographers, copyists and translators, and bibliographic and other expert library assistants.

Instruction in library management. — The regents shall on request, in such manner and on such terms as they deem best, furnish advice, instruction, and information to libraries, trustees, or others interested in library management.

Indexing. — The indexers in the state library, when requested by the officer in charge of any state publication, or by the state printer if such officer shall fail to furnish a proper index, shall as promptly as consistent with their other duties prepare for it a suitable index, and all indexing which is not done by the officers or the clerks who prepared the publication shall be done under this section by the state library.

Duplicate department. — The regents shall maintain a duplicate department. The state printer is obliged to deliver as soon as completed five copies of each publication issued at state expense. Each state library, bureau, board, commission, or officer shall once each year deliver to this duplicate department any copies of its own or other publications in its custody which it no longer requires for official use. These can be sold, exchanged, or distributed by the regents.

Public documents for libraries. — The state printer shall furnish to the duplicate department as many copies of each publication printed

at state expense as the regents certify to be necessary to enable them to supply one copy to each library conforming to their rules as to preservation and making available for public reference.

Transfers from state officers. — The librarian of any library owned by the state, or the officer in charge of any state department, bureau, board, commission, or other office may, with the approval of the regents, transfer to the permanent custody of the state library or museum any books, papers, maps, manuscripts, specimens, or other articles, which, because of being duplicates, or for other reasons, will, in his judgment, be more useful in the state library or museum than if retained in his keeping.

Certain other libraries deemed part of state library. — All libraries owned by the state shall be considered as branches of the state library, and shall be entitled to all facilities for buying, exchange of duplicates, inter-library loans, or other privileges accorded to a branch. The librarian of each such library under regents' supervision shall annually file with the regents a report.

Annual report. — The regents shall annually report to the legislature, at the opening of each session, concerning the state library and each other library owned by the state. Such report shall include a summary of the reports made by the other libraries in the university.

Public Libraries.

Establishment. — A public library may be established as follows:

1. In a county, by the board of supervisors.
2. In a city, by the municipal assembly or common council.
3. In a town, by the town board.
4. In a village, by the board of trustees.
5. In a union school district, by the board of education.
6. In a common school district, by the trustee.
7. In a school district established by special law, by the governing body thereof.

In a county, city, or village of the first class a public library may be established without a vote of the people; elsewhere it can be established only on adoption of a proposition therefor at a district meeting or a municipal election. Two or more of the foregoing bodies may unite in the establishment of a library on such terms as the proper bodies may agree upon, and any difference as to their respective rights and responsibilities shall be determined by the ordinances or decisions of the regents.

A municipality or district named in this section may raise money by tax to establish and maintain a library, or to share the cost as agreed with other bodies, or to pay for library privileges under a contract therefor.

Contracts for library privileges. — A municipality or district may, with the approval of the regents and in the manner provided for the establishment of a public library, contract for the free use of a library by the people of the community.

Submission of proposition. — On petition of 25 taxable voters, the governing board authorized to establish a public library shall submit the question of establishment at an annual or special election.

Trustees. — Each library chartered under the law shall, unless otherwise specified in its charter, have five trustees, appointed as follows :

1. In a city, by the mayor.
2. In a county, by a county judge.
3. In a town, by the supervisor.
4. In a village, by the board of trustees.
5. In a district coterminous with a village, by the school authorities.
6. In a union school district, except as otherwise provided, by the board of education.
7. In a common school district, trustees shall be elected at an annual meeting.

State Aid.

Grants of public library money. — Library money granted for distribution by the university for the purposes of this article shall be apportioned in accordance with its rules; and no part of such money shall be spent for books except those approved, or selected, or furnished by the regents; and the locality shall not share in the grant unless it shall raise and use for the same purpose an equal amount by taxation or otherwise.

Taxes. — Taxes, in addition to those otherwise authorized, may be voted by any municipality or district, or by the tax-levying authority thereof, except in a common school district, to maintain a public or free library established in such municipality or district, and fixing the maximum amount.

Aid to free libraries. — The same authorities, in the same manner provided for establishing and maintaining a public library, may grant aid to a registered free library under supervision of the regents; but such aid for the circulating department shall not exceed 10 cents for each volume of circulation of the past year, certified by the regents as of such a character as to merit a grant of public money. Aid may also be granted for the reference department, and to libraries of books for the blind, without regard to circulation.

"Home Education."

Home education. — The state or other libraries may carry on or affiliate museums or any other feature of the work of home education.

Home education is defined as "that gained by individual reading and study through libraries, museums, study clubs, classes, lectures, extension, correspondence, or personal instruction; summer, evening, vacation, or other continuation schools or other agencies not a part of the common school system, for providing educational facilities and opportunities outside ordinary teaching institutions."

School Libraries.

School libraries. — The existing school or district libraries are continued as school libraries.

Each such library shall be kept in the school building, when practicable, and shall be for the exclusive use of the school, except that the superintendent, if there is no public library in the district, may, by order on the application of the trustee or board of education, set apart any specified books for the free use of the people of the district. The library shall not be deemed a public library under this article. The superintendent and the school authorities of a district, upon the establishment of a chartered library by such district or jointly by it and one or more of the municipal bodies specified in this article, may transfer to such chartered library, or to an existing public library, any books not needed for the exclusive use of the school.

Superintendent to make rules. — The state superintendent may make, alter, or repeal rules for the expenditure of library money and the administration and care of school libraries.

Books for libraries. — Books for a school library can be purchased only on the approval of the superintendent. The superintendent may, upon request, select or buy books or apparatus for a library or school under his supervision, or furnish books and apparatus instead of money apportioned. The school library shall consist of reference-books for use in the school-room, suitable supplemental and reading books for children, books relating to branches being pursued in the school and books relating to the science and practice of teaching.

NEW JERSEY.

April 13, 1897. — This is a detailed act providing for the taking of land for building by condemnation and follows, it is to be assumed, the usual course of such proceedings.

The original act of 1884 is a general act authorizing the establishment of free public libraries in cities. The supplement of 1895 provides for the purchase of land, the erection of buildings and the issue of bonds for the same; while the last act, that of 1897, makes provision, as stated, for condemnation proceedings.

April 13, 1898. — Amends an act "To establish a system of public instruction," passed March 27, 1874.

The law as it now stands requires the state treasurer to pay \$20 to every public school to aid in the establishment of school libraries and \$10 annually, provided the school also raise \$20 for establishment and \$10 annually.

The money is to be used for books and necessary school apparatus.

The books purchased must be approved by a committee of five, consisting of the county superintendent, two teachers appointed by the superintendent, and two residents of the district, appointed by the board of education.

In cities having a superintendent of schools, the board is made up of the superintendent, two principals appointed by him, and two residents appointed by the board of education.

April 20, 1898. — "An act to establish and promote state travelling libraries."

The act directs the board of commissioners of the state library to devise methods for the creation of small travelling libraries, and to provide appliances for their operation, direction, and control. The cost is not to exceed the amount annually appropriated by the legislature.

The commission selects and purchases the books, provides the mechanical means necessary for their transportation and use, makes all necessary rules and regulations, and has the general supervision of the libraries.

The measure received the support of the women's clubs of the state, and it was largely through their activity and interest that it was passed. The law is inoperative by reason of the failure of the legislature to make the necessary appropriation for putting it into effect. It is expected that an appropriation will be made at the next legislative session.

A bill providing for a commission of five members, appointed by the governor; instruction in cataloging and administration and state aid was passed by the legislature, but failed to receive Gov. Griggs' signature. This measure had the approval of the state library association.

PENNSYLVANIA.

March 30, 1897. — "Authorizing school districts to aid free public libraries otherwise established." A supplement to an act entitled "An act for the establishment of free public libraries in the several school districts of this commonwealth, except in cities of the first and second class," passed in 1895.

The law as now operative provides that in any school district, except in cities of the first and second class, where there already exists or where there may be established, otherwise than under the provisions of the act of 1895, a free, non-sectarian library, the board having control of the common schools of the district, instead of establishing another public library, may extend aid to such library on terms agreed upon by the managers of the library and the school authorities, and for that purpose may levy a tax as provided in the act of 1895.

The managers of the library receiving aid must report to the school board, and their accounts are subject to the same audit as those of the board.

May 25, 1897. — "An act to authorize boroughs of the commonwealth of Pennsylvania to make appropriations for the establishment and maintenance of free public libraries."

Town councils are allowed to make appropriations for the establishment and maintenance of free public libraries on condition that the principal authorities shall be represented to the satisfaction of the councils in the management of the libraries.

Councils may annually appropriate from the tax levied for borough purposes for the support of libraries not to exceed one mill on a dollar on all taxable property.

A law passed in 1895 allowed cities of the first class — that is, of more than 600,000 inhabi-

tants — to levy a tax for the establishment and maintenance of public libraries. Philadelphia was the only city in the state large enough to take advantage of the law. The act of 1897 supplements that of 1895 by providing for the establishment and maintenance of libraries in towns and villages throughout the commonwealth.

The librarians of Pennsylvania strongly feel the want of efficient library legislation, and during the year have worked earnestly for a new law. At a meeting of the Western Pennsylvania Library Club, after declaring that the state, though second in wealth and population, ranks last among the 20 important northern states in the number of books in public libraries per 1000 inhabitants, and that this condition is largely due to the lack of progressive library laws, it was resolved that the club was in favor of further legislation to promote the establishment and maintenance of free public libraries throughout the state, and that, in view of the excellent results obtained by means of travelling libraries in other states, and the evident demand of libraries of this kind throughout Pennsylvania, the club favored an appropriation by the state for this purpose.

A bill asking for \$20,000 for the establishment of a travelling library system, endorsed by the Pennsylvania Library Club and the Western Pennsylvania club, was prepared. There is now a movement on foot to present a bill at the next session of the legislature which will be effective in promoting library interests.

SOUTH ATLANTIC DIVISION.

Delaware	North Carolina
Maryland	South Carolina
District of Columbia	Georgia
Virginia	Florida
West Virginia	

The activity of this group, which, prior to 1896, had not a general library law on its statute-books, is deeply significant of the interest in library matters now manifesting itself throughout the south. Maryland and North Carolina have passed general laws for the establishment and maintenance of free public libraries. Georgia has enacted a law creating a library commission, and, through local enterprise and support, has begun the sending out of travelling libraries. Maryland, through its legislature, has made a strong effort to establish a library commission and system of travelling libraries, while private citizens, not willing to wait, have actually begun the work of sending out travelling libraries.

MARYLAND.

April 2, 1898. — "An act to create and sustain by taxation public libraries and reading-rooms."

The law gives the governing board of any municipality power to establish and maintain a

public library and reading-room and to levy an annual tax not exceeding five cents on each \$100 assessed valuation, provided that the decision of the board be ratified by a majority of votes cast at a regular election.

The chief executive officer of the municipality is empowered to appoint, with the approval of the governing board, nine directors, chosen with reference to fitness, not more than one member of the municipal board to be at any one time a member of the library board. The term of office is three years.

The law is in 14 sections. The remaining sections provide for the vote on establishment, filling of vacancies, powers of the board—which are practically supreme—drawing on the “library fund,” use of library by non-residents, an annual report, local rules for protection, the receipts of gifts—which are vested in the governing board—giving of documents issued by the state, and the exemption from taxation of all real estate acquired for the use and benefit of the library.

This bill was known as the Bomberger bill. Another measure, which only reached a second reading in the senate, was introduced by Senator Randall, on January 20. So far as its provisions relating to the establishment and maintenance of libraries were concerned there was practically no difference in the bills, but the Randall bill went much further. It provided for a state board of library commissioners, composed of the secretary of the state board of education, librarian of the state library, president of the state teachers' association, and four other persons appointed by the governor, with the consent of the senate. The term of office was for four years. The board was required to give instruction in cataloging, administration, etc., and was allowed \$100 for clerical assistance. Libraries were obliged to make annual reports to the commission. As first presented, the bill contained a section appropriating annually \$100 for the purpose of establishing and maintaining a “Teachers' professional library” for the use of teachers in each county. This was amended by substituting a provision for the establishment of travelling libraries and appropriating \$1000 for the same.

Though the state failed to enact a travelling library law, Maryland is not without travelling libraries. On April 25, 1898, the Maryland State Travelling Library Committee, composed of persons interested in starting the work, was organized in Baltimore, and has already sent out six libraries to various points in Baltimore county. The headquarters of the committee are at the Enoch Pratt Free Library of Baltimore.

NORTH CAROLINA.

March 9, 1897. — “An act to permit the establishment of public libraries.”

North Carolina's first public library law allows the governing body of any city or town, having more than 1000 inhabitants, to provide for the establishment of a public library.

The board of aldermen or board of commis-

sioners, as the case may be, may elect a board of library managers, consisting of six members, to serve for six years.

The board of managers is declared a corporation, with power to receive gifts and manage and control the library.

The governing board of city or town may subscribe to the maintenance of the library and pay to its managers any amount not exceeding two per cent. of the total amount of taxes collected, or, in place of this, all or part of the fines collected in the police courts.

GEORGIA.

December 16, 1897. — “An act to promote the establishment and efficiency of libraries in the state of Georgia, and for other purposes.”

The act creates a library commission of five members, appointed by the governor, with a term of service of three years. No member of the commission can in any way be connected with the publishing or selling of books.

The commission is required to give advice and counsel to all libraries in the state and to all communities proposing to establish them as to the best means of establishing and maintaining, selection of books, cataloging, and other details of library management. The commission may also send its members to aid in organizing new libraries or improving those already established. A biennial report is required.

No member of the commission, or its secretary, is to receive any compensation for services or travelling expenses.

As with Maryland, the enthusiasm of a few has refused to wait for the enactment of a state law to send out travelling libraries. During the present year the teachers of Bibb county have organized a system for the schools of the county. It is supported by voluntary subscriptions received mostly from teachers and pupils.

The system consists of nine cases, each containing 18 or 20 books. A regular itinerary is arranged for each, so that every teacher knows where each case is during any particular month. A library remains at a school 30 days, the books circulating among its pupils and patrons.

Superintendent Abbott, of Macon, Ga., says in the *North Carolina Journal of Education* regarding this work: “As a consequence there has been a wave of enthusiasm on the subject throughout the country. The books are read by all members of the family, and the demand for them is growing and constant. The teachers are giving their best energies to the work, and we believe it will result in a loftier plane of life, a broader intelligence, a clearer conception of the moral responsibility of the home, and a more thorough appreciation of popular education as an uplifting and transforming power.”

SOUTH CENTRAL DIVISION.

Kentucky	Texas
Tennessee	Arkansas
Alabama	Oklahoma
Mississippi	Indian Territory
Louisiana	

The same encouraging news of an awakening interest in library matters comes from this second group of southern states as from the South Atlantic division. Tennessee has enacted two public library laws and Kentucky sent out its first travelling libraries.

Mississippi in its annotated code of 1892, in a law providing for the government of cities and towns, grants them the power "to maintain one or more libraries for public use and to regulate the same;" while Texas, in 1874, enacted its concise and somewhat famous two-section act providing for the establishment and maintenance of free public libraries.

KENTUCKY.

In May, 1897, the state federation of women's clubs began the work of organizing a system of travelling libraries. They have now in circulation 13 libraries, averaging 55 volumes each. The libraries are moved twice a year, in April and October, the teachers at various points acting as librarians. The work has been successfully inaugurated, and will probably be increased during the present year. It is of interest to note that the Louisville & Nashville Railroad Company gives free transportation to the libraries along its route.

TENNESSEE.

April 9, 1897. — "An act to empower municipal corporations having 20,000 population and upwards . . . to establish and maintain free public libraries and reading-rooms, and to aid certain free public library associations already established, and to provide for their protection, management, and control; and to empower such libraries and library associations to receive gifts of money and other property, and to exempt their property from taxation and execution."

The law gives the mayor and city council of each municipal corporation or taxing district, having a population of 20,000 or more, power to establish and maintain a free public library and reading-room and to levy a tax of not more than one cent annually on each dollar of taxable property, such tax to be known as the library fund.

The mayor, with consent of the council, is to appoint a board of nine directors, chosen with reference to their fitness, for a term of three years. No member of the municipal government is to be a member of the board, and not more than six members can belong to the same political party.

The powers of the board are practically supreme. The mayor and council, however, have the right to set aside any by-law, rule, or regulation made by it. The board may purchase and erect buildings and accept gifts, and has the exclusive control of the library fund. It may extend the privileges of the library to non-residents. An annual report is required.

The mayor and city council are given power to

aid any free public library association already established, and for that purpose may levy the same tax as that authorized for the support of free public libraries. Provided, however, that the library must be available for public use, have in circulation books to the value of not less than \$5000, and that the aid of the municipality is necessary for its continued useful public operation.

An association accepting aid may continue to select its own directors and control its own management, provided that the mayor and council shall have power at any time to appoint three directors, and that the same authorities shall have the power of setting aside its by-laws, rules, and regulations.

Local ordinances may be passed imposing suitable penalties for the punishment of persons injuring library property.

Library property is exempt from taxation.

The act is in 14 sections and detailed.

April 29, 1897. — "An act to authorize towns of less than 20,000 inhabitants to levy a tax and make appropriations for the establishment and maintenance of public libraries."

The governing body of any incorporated town of less than 20,000 inhabitants may, on petition of 20 or more taxpayers, submit to popular vote the question of establishing a public library. If the vote is affirmative, it may levy a tax not exceeding \$500 for the support of the library.

The management of the library is placed in the hands of the governing body of the town, by committee or otherwise. An annual report is required. Gifts are vested in the board of management. The privileges of the library may be extended to non-residents and local laws passed to protect property.

ALABAMA.

The Alabama Travelling Library Association has recently been organized under the auspices of the state federation of women's clubs. Effort is now making to secure headquarters for the work in Montgomery.

OKLAHOMA.

The salary of the territorial librarian has been reduced from \$1500 to \$1000.

NORTH CENTRAL DIVISION.

Ohio	Iowa
Indiana	Missouri
Illinois	North Dakota
Michigan	South Dakota
Wisconsin	Nebraska
Minnesota	Kansas

The north central division has been more active in the field of library legislation than either of the other groups, and the laws enacted and bills presented have been progressive and of a character to practically advance the library interests of the states. Ohio has passed a compulsory library law and a long-needed act

providing for the exchange of state documents. Ohio, Illinois, Wisconsin, Missouri, and Minnesota have either amended or supplemented their library laws, and Ohio and Wisconsin their state library commission laws. Illinois has attempted to pass a bill creating a library commission, and Minnesota and Nebraska bills creating a commission and providing for travelling libraries. Indiana has introduced a bill providing for a state library system in connection with the schools of the state, and including provisions for travelling libraries. The North Wisconsin travelling library association has enlarged its work, and a second association has been organized in Minnesota. Iowa and Kansas have agitated the subject of a state library commission.

OHIO.

February 15, 1898.—"An act to authorize cities of the fourth grade of the second class to levy a tax for maintenance of a free public library and school library" (cities of from 5000 to 10,000 population).

The act makes it compulsory for the board of education in any city of the class designated to levy an annual tax, if necessary in addition to the annual amount of taxes limited by law for school purposes, of not less than three-tenths nor more than five-tenths of a mill, on all taxable property within city and school district, to be called a "public library fund." The fund when collected is to be turned over to the treasurer of the library association, and is to be continued as long as the association shall maintain a public library free to all inhabitants. The tax is levied in lieu of all other taxes assessed for school library purposes.

April 21, 1898.—"An act to amend sections 3996 and 3998 and to amend and supplement section 3999 of the revised statutes of Ohio, as amended April 30, 1891."

The amendments of 1891 provide that for the purpose of increasing and maintaining school libraries of city districts the board of education may levy an annual tax of one-tenth of a mill on the dollar valuation of taxable property. This is amended by excepting city districts containing cities of the first grade of the first class.

By the act of 1891 the board of public library trustees in cities of the first grade of the first class (Cincinnati) was composed of two members appointed by the board of education of the school district, two by the union board of high schools, and two by the directors of the university. The president of the board of education was an *ex-officio* member. The amendment makes the seventh member of the board an appointee of the judges of the court of common pleas of the county within which the city is located rather than the president of the board of education.

The public library section just noted has five supplemental sections.

1. Residents of a county within which is situated any city of the first grade of the second class, which has established a public library, are entitled to the use of the library and its branches.

2. The board of trustees has the entire management of the library and exclusive control of the library fund.

3. It is the duty of the board to establish and maintain in the city and throughout the county in which the city is situated reading-rooms, branch libraries, and library stations in connection with the main library.

4. For the purpose of increasing and maintaining such libraries the board may levy annually a tax not exceeding three-tenths of one mill on each dollar valuation of the taxable property in the county. The money, known as the library fund, is placed in the custody of the county treasurer, subject to the order of the library board.

5. The amount of any fund previously raised by tax by the board of education for school library purposes and all library funds remaining unexpended are transferred to the county library fund. All funds, bonds, stocks, or other property held by the board of education or any municipal department for the benefit of a public library are also transferred to the board of library trustees, to be controlled by them subject to the terms of the respective donations.

April 26, 1898.—"An act providing for the distribution of state publications through the state library."

The supervisor of public printing is directed to deliver to the board of library commissioners any number of copies, not exceeding 200, of every report ordered printed by the governor or general assembly and of all documents printed for any department or office. These copies, with the exception of the senate and house journals and executive documents, are printed in addition to those required by law. The same number of copies are to be given to the commission if the work is done by other than the public printer. When less than 200 copies are required the commission must notify the supervisor of public printing.

Any publications remaining in the custody of the secretary of state one year after publication are subject to requisition by the library commissioners and may be distributed by them.

The last session of the legislature, in the general appropriation bill for 1898-99, appropriated \$4000 for travelling libraries. It will be remembered that the state library commission, immediately after its appointment in 1896, decided to send out travelling libraries. More than 100, averaging 25 volumes each, have been in successful operation. Mr. Galbreath in his last report says regarding the work: "There can be no question that with proper aid they will prove a popular and potent adjunct to our educational system. The demand for them has already surpassed the sanguine expectations of the friends of the movement. It is encouraging that this demand is not confined to any class or section."

INDIANA.

During the 1897 session of the legislature a bill was introduced by Senator McCord providing for a state library system in connection with the schools of the state. The control of the state library and state library system was vested in the state board of education, which was also to act as state library board. The state system was to comprise the state library and all local libraries supported wholly or in part by taxation, and the management of the various libraries vested in the local school boards, with general supervision and inspection by the state board.

The measure provided at length for the appointment of a state librarian and assistants by the library board; it outlined the work to be done by the library force to aid teachers in the use of books through reading circles, etc., and provided for the loaning of books from the state library.

The bill did not meet with the approval of the Indiana Library Association, and was defeated in the house on March 1, 1897, by a vote of 41 to 39.

ILLINOIS.

June 10, 1897. — "An act to amend section 1 of 'An act to authorize cities, incorporated towns, and townships to establish and maintain free public libraries and reading-rooms,' approved and in force March 7, 1872," as amended by acts approved June 17, 1887; May 25, 1889; March 26, 1891, and June 15, 1895.

The amendment concerns the tax levy. The act of 1872 provides for an annual tax of one-fifth of a mill on the dollar on all taxable property in cities of more than 100,000 and one mill in those of less. That of 1887 raises the tax in cities of more than 100,000 to one-half a mill, and in those under to two mills. The act of 1887 keeps the same tax rate, but adds the provision that the annual library tax in cities of more than 10,000 shall not be included in the aggregate amount of taxes as limited by the act of 1872, providing for the incorporation of cities and villages. The act of 1891 retains the same tax rates, but provides that in cities of more than 100,000, after the year 1895, the rate shall not exceed one-half mill on the dollar.

The act of 1897 retains the old rate of two mills on the dollar in cities of less than 100,000, but raises it in cities of more than that number to one mill.

A bill providing for a state library commission was introduced into both houses on March 12, 1897. Its salient features were the appointment by the governor of five commissioners, with a term of service of five years. The commission was to give advice to libraries and to communities proposing to establish free public libraries as to the best means of establishing and administering, cataloging, selection of books, etc. It could send its members to aid in organizing libraries and to improve those already established. An annual report was required and \$1000 allowed for expenses.

The bill, which received the endorsement of the state library association and the state teachers' association, was adversely reported and lost.

At a meeting of the Illinois Library Association held in January, 1897, it was announced that another bill had been prepared whose object was to secure a library commission of six members, which should be non-partisan, have charge of the libraries under the state control, and promote the system of civil service in the personnel of the various library forces.

A law affecting the state library passed on June 9, 1897, permits the transference of historic documents of counties to the state historical or state university library. Accurate copies are to be retained in county offices.

WISCONSIN.

March 24, 1897. — "An act to make the superintendent or supervising principal of city or village schools *ex-officio* a member of the local free library board."

The act amends the revised statutes by providing that the library government shall be invested in a board of nine directors, appointed by the head of the local governing body, with the consent of the council, provided the head of the schools be made an *ex-officio* member of the board.

March 26, 1897. — "An act to authorize the wider use of the books of free public libraries, and amendatory of section 934 of the revised statutes of Wisconsin."

The act amends the section by important additions granting the library boards power to allow the use of a library by non-residents, to exchange books with any other library either permanently or temporarily, and to contract with the board of supervisors of county or governing body of any neighboring town, village, or city to loan the books of the library to the county, town, village, or city.

The possibilities of the act are not likely to be neglected. One county board has already discussed a proposition to have the people of the county supplied with books from a flourishing library at the county seat by means of a system of travelling libraries.

April 14, 1897. — "An act relative to establishing free public libraries in cities, villages, and towns."

The act amends the revised statutes, as amended by the laws of 1893 and 1895, by reducing its application to towns and villages from 2000 to 1000, doing away with a tax limit and making an affirmative vote in favor of a library tax unnecessary.

Under the law as amended the common council of any city not exceeding 50,000 inhabitants, and the governing board of any town and village containing more than 1000 inhabitants, has power to establish and maintain a public library and reading-room, to maintain a library already established, and to levy an annual tax.

April 21, 1897. — "An act to increase the efficiency of the state free library commission and making an appropriation therefor."

This is, perhaps, the most noteworthy of the four Wisconsin amendments of the year. It practically establishes a public library department under charge of a free library commission. It increases the annual appropriation for the commission from \$500 to \$4000, gives it an office in the capitol and the option of moving into the building of the State Historical Society, when completed, allows the use of part of the appropriation for the salary of a secretary, directs the superintendent of public property to furnish stationery and supplies, the state treasurer to pay bills for postage, expressage, drayage, and telegraphing, and the state printer to print circulars, labels, etc.

The commission is now in the midst of an earnest and successful campaign in the interest of the travelling libraries of the state. A unique appeal has been made to increase their number. For every \$50 contributed, a travelling library of 50 volumes will be sent from town to town every six months, each library to be named after the donor and cared for by the commission. Responses were received from individuals, clubs, and educational institutions.

The commission has also issued a general circular asking for books and magazines to supply isolated farming communities, country schools, logging camps, etc.

The North Wisconsin Travelling Library Association, which confines its efforts to eight of the northern counties of the state, has recently decided to enlarge its work. 12 new libraries will be sent out, making 25 in all.

The legislature has raised the local tax rate of Milwaukee to eight-twenty-fifths of a mill, annually increasing the funds of the public library from \$35,000 to \$47,000.

MINNESOTA.

February 26, 1897. — "An act to amend section 307, chapter 10, general statutes 1878, being section 1435, general statutes 1894, relating to the issuance of bonds for the erection of public buildings by cities, boroughs, and villages."

The amendment provides that when the council of any city, borough, or village having a population not exceeding 10,000 determines that it is for the best interest of the municipality to erect a building for the purpose of a city hall, public library, etc., it can issue bonds not to exceed two per cent. of the total assessed valuation, provided the question of erection is submitted to popular vote.

April 14, 1897. — "An act to amend sections 5 and 9 of chapter 106 of the general laws of 1879, relating to the establishment and maintenance of free public libraries and reading-rooms."

The act of 1879 is a general library law in 11 sections. The act of 1897 amends it by adding to section 5—describing the powers of the board—the right to accept, or in its discretion to decline gifts tendered, as provided in section 9 of the old law. Section 9 is added to by allowing the directors to receive money not only for the benefit of the library, but for the establishment of an art gallery, museum, or

non-sectarian lectures in connection with the library, and the directors may spend money for collections other than books and serials.

A bill was introduced in the state legislature on Jan. 18, 1897, providing for the establishment of a system of travelling libraries, supported by the state and managed by a state library commission. The commission was to consist of three members appointed by the governor, with the president of the state university and the state superintendent of public institutions as *ex-officio* members. The commissioners were to be allowed travelling expenses, but no salaries. The bill provided for an appropriation of \$5000 for 1897 and \$3000 annually thereafter.

The bill was indefinitely postponed by action of the legislature on Feb. 18. It was recommended for passage in the senate, but was opposed in the house by Representative Ignatius Donnelly. His remarks on the bill—from one point of view—are of interest. In speaking against it he said, in substance:

"It is not within the province of the legislature to supply the people with books any more than it is with boots. Books are not read in a single day, nor a single week. One member of the family does not peruse them and then return them. They are read by every member. Circulation under such circumstances is a slow process. Again, how are these different libraries to be sent from part to part of the state, granted that the problem of circulation resolved itself into conditions that could be successfully met? The whole thing is really a scheme for some dealer to job off a lot of books." He closed with a peroration warning his hearers that the \$5000 appropriation was intended "as a levy to pry a hole in the barrier, and in the sacred name of intelligence and education to let in a flood of extravagance upon the treasury."

The bill was reconsidered in the house on March 15, and lost by two votes. The earnestness and activity of those interested in the passage of a state law providing for a system of travelling libraries is worthy of note. The question was first agitated in 1893, and for two years a campaign of education was carried on. In 1895 a bill was presented to the legislature, but failed to pass. For two years more the question was discussed in editorials and in clubs, the state federation of women's clubs becoming interested. This federation worked faithfully for the passage of the second bill, defeated in 1897. The matter will be brought to the attention of the legislature for the third time in 1899.

Besides the legislation already mentioned, another measure regarding libraries was brought up in the legislature and passed. It was a bill providing that a constitutional amendment be submitted at the next election, giving to women the right to vote for library directors and to hold the office of director, a woman thus having the same rights in the library question as she now has in those concerning schools.

The Northern Minnesota Travelling Library Association was organized at Duluth on Feb. 14, 1897, at a meeting held under the auspices of the women's clubs of that city. 14 libraries have been pledged and 500 books promised. The libraries are intended for circulation in the mining regions in the northern part of the state. They are supported by private benevolence.

The establishment of the northern association gives the state two travelling library centres. A growing work in this field has been carried on for some time in Hennepin county by the Minneapolis public library.

IOWA.

At a meeting of the Iowa State Library Association, held on Oct. 12 and 13, 1897, a committee on legislation was appointed and instructed to exert every possible legitimate influence upon the next legislature for the creation of a state library commission.

MISSOURI.

March 17, 1897. — "An act authorizing the holding of an election in incorporated cities of over 10,000 inhabitants for the purpose of voting on a proposition to levy a tax for a 'library building fund' where a library has been established under 'An act relating to libraries in cities, towns, villages, and townships,' approved April 10, 1895."

The act provides that when in an incorporated city, acting under the law of 1895, 100 taxpaying voters petition the proper authorities, asking that an annual tax be levied at an increased rate of taxation, for the erection of a free public library building, the tax not to exceed one and one-half mills on the dollar annually, and not to be levied for more than five years, and the board of directors deem the building necessary, the question shall be presented for proper vote. If two-thirds of the votes are in favor of the tax, it is to be assessed and known as the "library building fund."

The act is in four sections, of which three pertain to plans, bids, etc. The bill is especially in the interest of the St. Louis Public Library.

NEBRASKA.

At a meeting of the Nebraska Library Association, held Dec. 31, 1896, it was voted to present a memorial asking for the enactment of a state travelling library law. On Jan. 18, 1897, a bill to create a public library commission that should have charge of free travelling libraries to be operated throughout the state was introduced.

KANSAS.

The librarian of the state library, in his biennial report, 1896, reviews the library laws of the several states where travelling libraries or state commissions are established, and urges the adoption of similar legislation in Kansas.

The state federation of women's clubs has taken steps toward establishing travelling libraries and has effected an organization.

WESTERN DIVISION.

Montana	Nevada
Wyoming	Idaho
Colorado	Washington
New Mexico	Oregon
Arizona	California
Utah	

Of this last group Montana, Nevada, and California have amended their general library laws. Colorado has attempted to follow the example of other states in the establishment of a library commission, and Oregon has made an effort to secure a general library law. Wyoming has enacted laws benefiting its state library.

MONTANA.

March 3, 1897. — "An act to amend section 5039 of the political code of the state of Montana."

The section as amended gives the town or city council power to establish and maintain free public libraries and provide by ordinance for an annual tax not exceeding one mill on the dollar on the property of the town or city, to be known as the library fund.

WYOMING.

February 15, 1897. — On this date the legislature passed a bill giving the proceeds and income of 15,000 acres of land to the state law library, and on *March 15, 1897*, it set aside 15,000 acres for the benefit of the state library for the purchase of miscellaneous books and charts.

COLORADO.

At a meeting of the Colorado Library Association, held in December, 1896, it was decided to urge a law creating a state library commission. Such a bill, prepared by the officers of the association, was introduced in the legislature on January 15, 1897. So far as known it has not been enacted.

NEVADA.

March 1, 1897. — "An act to amend an act entitled 'An act to provide for free public libraries and other matters relating thereto,' approved March 16, 1895."

The act as amended provides that the board of county commissioners shall annually levy a tax upon all taxable property of the city, unincorporated town, or school district of not less than 10 cents nor more than 50 cents on each \$100 valuation.

The law of 1895 provides a tax of five mills on each dollar of valuation for establishment and one mill for maintenance.

OREGON.

In 1897 a bill authorizing the establishment of free public libraries in incorporated cities and school districts was prepared for introduc-

tion into the state legislature. It authorizes the municipal authorities of any incorporated city, or the school directors of any school district not within the limits of an incorporated city, to submit to popular vote the question of levying a tax not to exceed one mill on the dollar for the purpose of establishing free public libraries and reading-rooms.

When 10 per cent. of the legal voters petition for a tax for library purposes the governing authorities must submit the question at the next election.

After the adoption of the act in cities of less than 20,000 inhabitants, five library trustees are to be elected, at the same time and for similar terms as the other town officers. In school districts the school directors are to act as library trustees.

In a city of more than 20,000 inhabitants one citizen is elected from each ward to constitute a board of trustees. A new board is elected yearly.

CALIFORNIA.

April 1, 1897.—"An act to amend section 758 of an act entitled 'An act to provide for the organization, incorporation, and government of municipal corporations,' approved March 13, 1883." The amendment provides that the trustees of any free public library, governed by the library law of 1880, shall be elected at a general municipal election, and serve for four years.

The act of 1880 provides for the election of five trustees in cities of less than 100,000 inhabitants, and in cities of more than that population that the chief executive officer and 11 citizens, appointed by the governor of the state, shall constitute the first board of trustees.

SUMMARY OF LIBRARY LEGISLATION.

In connection with the report of the year's work the following general statement of library legislation in the United States (giving statistics as compiled by Bureau of Education, 1896,) subjectively arranged, may be of some convenience :

PUBLIC LIBRARY LAWS.

The following states have laws providing for the establishment and maintenance of public libraries :

North Atlantic division : Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.

South Atlantic division : Maryland, District of Columbia, North Carolina, and Georgia.

South central division : Tennessee, Mississippi, and Texas.

North central division : Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Nebraska, and Kansas.

Western division : Montana, Wyoming (county law), Colorado, New Mexico, Utah, Nevada, Washington, and California.

STATES WITHOUT PUBLIC LIBRARY LEGISLATION.

South Atlantic division : Delaware, Virginia, West Virginia, South Carolina, and Florida.

South central division : Kentucky, Alabama, Louisiana, Arkansas, Oklahoma, and Indian Territory.

North central division : North and South Dakota.

Western division : Arizona, Idaho, and Oregon.

STATE LIBRARY COMMISSIONS.

The following states have laws providing for library commissions :

North Atlantic division : New Hampshire, Vermont, Massachusetts, and Connecticut.

South Atlantic division : Georgia.

North central division : Ohio and Wisconsin.

Divisions.	Population, 1895.	Libraries report- ing.	Volumes.	Increased number of libraries since 1891.	Number of people per library, 1895.	Decrease since 1891.	Books per 100 population, 1895.	Increase since 1891.
North Atlantic division	19,318,000	2,000	17,647,723	231	9,659	178	91	12
South Atlantic division	9,436,000	322	4,015,087	18	29,305	*167	43	5
South central division	12,091,000	255	1,360,451	26	47,416	501	11	1
North central division	25,234,000	1,195	8,016,780	175	21,116	808	32	4
Western division	3,875,000	254	2,011,831	73	15,256	471	52	4
Total	69,954,000	4,026	33,051,872	523	17,376	2,791	47	26

* Increase.

STATE AID TO LIBRARIES.

The following states grant aid to small libraries :

North Atlantic division : Maine, through state library; New Hampshire, Vermont, and Massachusetts, through library commissions; Rhode Island, through board of education; Connecticut, through library commission, and New York, through the regents of the state university.

North central division : Michigan and Iowa, through the state libraries.

EFFORT TO SECURE STATE LIBRARY COMMISSIONS.

The following states are endeavoring to secure laws providing for the creation of library commissions :

South Atlantic division : Maryland.

North central division : Illinois, Minnesota, Iowa, and Nebraska.

Western division : Colorado.

TRAVELLING LIBRARIES.

The following states have enacted laws providing for the establishment and maintenance of travelling library systems, supported by the state.

North Atlantic division : New York and New Jersey.

North central division : Ohio, Michigan, and Iowa.

Western division : Montana.

TRAVELLING LIBRARIES OTHERWISE MAINTAINED.

In the following states travelling libraries have been organized and are maintained either

by private benevolence, clubs, educational institutions, or municipal libraries.

North Atlantic division : Massachusetts, New Jersey, and Pennsylvania.

South Atlantic division : Maryland and Georgia.

South central division : Kentucky, Tennessee, and Alabama.

North central division : Illinois, Wisconsin, Minnesota, Missouri, Nebraska, and Kansas.

Western division : Colorado.

EFFORT TO SECURE TRAVELLING LIBRARY LEGISLATION.

The following states have endeavored, by legislation, to secure travelling libraries supported by the state.

North Atlantic division : Pennsylvania.

South Atlantic division : Maryland.

North central division : Indiana, Minnesota, Nebraska, and Kansas.

SCHOOL LIBRARY LAWS.

The following states have laws providing for school libraries.

North Atlantic division : Maine, Rhode Island, Connecticut, New York, and Pennsylvania.

South Atlantic division : Maryland and Virginia.

South central division : Kentucky.

North central division : Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, Nebraska, and Kansas.

Western division : Montana, Colorado, Arizona, Utah, Idaho, Oregon, and California.

REPORT ON CHILDREN'S READING.

BY CAROLINE M. HEWINS, PUBLIC LIBRARY, HARTFORD, CT.

FIVE years ago, in answers to questions on children's reading for the World's Library Congress in Chicago, two libraries, Brookline and Chelsea, Mass., reported that they had children's reading-rooms. Three others, Waterbury, Ct., the Pratt Institute, Brooklyn, and the Gloversville (N. Y.) Free Library, expected to have them soon. The two already in existence were, I think, reading-rooms only, with current magazines for children and bound volumes of illustrated papers.

Reports came from 125 libraries this year, in answer to three times as many postal-cards. Libraries were asked what they were doing for children and to send copies of special book lists and Library League pledge. The answers have been formulated by the following questions:

1. Have you a children's room or children's department?

2. Have you a Library League pledge?

3. If not, do you expect to have one?

4. Do you work with schools?

5. Do you circulate school duplicates?

6. Have you branch libraries in schools?

7. How many books at a time do you allow teachers?

8. Have children access to the shelves?

9. Have they a separate finding-list?

10. Are their books separated in the general finding-list?

11. Do you use the Maxson book-mark?

12. Do you give talks in schools?

13. Are talks or lectures to school pupils given in the library?

14. Do you make book lists on special subjects, as holidays?

15. Is the home reading of certain books required by schools?

16. Do you circulate pictures?

17. Do you give exhibitions of pictures?

No questions have been asked this year about the kind of books bought for children in public libraries. The report of 1893 showed that the tendency was to buy the best books for children and let the poorer wear out unreplaced. The lists printed every year by the New York Library Association and other clubs are so generally used that it is not worth while to throw a search-light on every library in the country to see whether the "names to conjure with" of a dozen years ago are still on the shelves. It is, down.

however, refreshing to read a letter in the children's corner of an agricultural paper where a girl says, "I would as soon read about a rag-baby as about Elsie." The important questions this year are "Have you a children's room?" "Have you a children's league?" and "What are you doing for the children?"

It is the irony of fate that a reporter who has no children's room or league should be compelled to tabulate answers to these questions, and perhaps some of you may be thinking in your secret souls of the old crab and her daughter. Extenuating circumstances in the case of the Hartford Public Library are stated in its report, and briefly summed up they are, no room already unoccupied and a clause in an existing League of Good Order.

Of 125 libraries 31 have children's rooms, or will have them within three months, 9 have library leagues, 8 hope to have them soon, 8 use the Maxson book-mark, and 40 send book lists, annotated or otherwise. Among those deserving special mention for well-prepared lists are Cleveland and Evanston, and the most noteworthy work that Cleveland has put forth during the year is the book of references for third-grade teachers compiled by Miss Prentice.

The evaluation card from Dayton, which has been noticed in the *LIBRARY JOURNAL* (Ap. '97), is of much interest.

Many libraries make statements in their printed reports of work for children. In the accompanying table the references to reports under "Remarks" are to the written reports sent me by librarians.

The reports giving the most interesting accounts of personal and individual work come from Atlanta, Ga.; Bloomington and Evanston, Ill.; East Saginaw, Mich.; Kansas City, Mo.; New Brunswick and Plainfield, N. J.; Pratt Institute and Union for Christian Work, Brooklyn, N. Y.; Poughkeepsie, N. Y.; Dayton, O.; Pawtucket and Woonsocket, R. I. Copies of reports will be sent to all librarians asking for them.

A report on children's reading would be incomplete without reference to the many letters on the subject in the *New York Times* and *New York Sun* this year. Some of them are foolish, some amateurish, but a good list for boys and girls may be made from them if they are sifted

STATE AND CITY OR TOWN AND LIBRARY.	Children's Room or Dept.	Lib. League.	Lib. League hoped for.	Gen. Work with Schools	School Duplicates.	Branches in Schools	No. Books allowed Teachers.	Access to Shelves.
CALIFORNIA:								
Los Angeles P. L.	Yes.			Yes.			Ten.	Yes.
Pasadena P. L.				Yes.			Five.	
Riverside F. P. L.				Yes.				
San Diego F. P. L.				Yes.				
San Francisco F. P. L.				Yes.				
CANADA:								
London, Ont., P. L.	Hoped for.							
COLORADO:								
Colorado Springs F. L.				Yes.				Yes.
Denver P. L.	Yes.	Yes.		Yes.	Yes.	Yes.	Unlimited.	Yes.
La Junta Young Folks' L.				Yes.				Yes.
CONNECTICUT:								
Ansonia, Ansonia L.		Yes.		Yes.				
Bridgeport P. L.				Yes.				
Bristol F. P. L.				Yes.			Unlimited.	
Groton, Bill Mem'l L.				Yes.				
Hartford P. L.		Clause in Civic Club League of Good Order.		Yes.	Yes.		Unlimited.	200 books.
New Britain, New Britain Inst.				Yes.			Two.	
New Haven F. P. L.	Yes.			Yes.	Yes.	Yes.	Five.	Yes.
Norwich, Otis L.				Yes.			Six.	
Rockville P. L.				Yes.		Yes.	Six.	
South Manchester P. L.						Yes.	Unlimited.	
Stamford, Ferguson L.							Six.	
Stratford L. Assoc.			Yes.					
DELAWARE:								
Wilmington, Wilmington Inst.				Yes.				
GEORGIA:								
Atlanta, Young Men's L.								
ILLINOIS:								
Bloomington, Withers P. L.	Yes.			Yes.			Three.	Yes.
Champaign P. L.			Yes.	Yes.			Unlimited.	
Evanston P. L.			Yes.	Yes.	Yes.	Yes.	Eight.	
Peoria P. L.			Yes.			Yes.		
Quincy P. L.				Yes.			Ten.	
Rock Island P. L.				Yes.		Yes.	Unlimited.	
Winnetka P. L.				Yes.				
INDIANA:								
Indianapolis P. L.				Yes.		Yes.		
Michigan City P. L.	Yes.			Yes.				Yes.
IOWA:								
Cedar Rapids F. P. L.				Yes.				
Des Moines P. L.				Yes.		Yes.		
MAINE:								
Bangor P. L.				Yes.				
Portland P. L.	Yes.			Yes.			Three.	
MASSACHUSETTS:								
Arlington, Robbins L.				Yes.			Ten.	
Attleboro P. L.			Yes.	Yes.			Five.	
Boston P. L.	Yes.			Yes.	Yes.	Yes.	Six.	Yes.
Brockton P. L.				Yes.			Nom'lly five	Yes.
Brookline P. L.	Yes.			Yes.				
Cambridge P. L.	Yes.							
Chelsea, Fitz P. L.	Yes.			Yes.			Unlimited.	
Everett, Parlin Mem'l L.	Yes.			Yes.				
Fitchburg P. L.								
Framingham, Town L.				Yes.			Ten.	Yes.
Haverhill P. L.				Yes.		Yes.	Four.	
Holyoke P. L.				Yes.			Ten.	
Lancaster, Town L.				Yes.		Yes.		
Lawrence P. L.				Yes.			Ten.	Yes.
Lexington, Cary L.				Yes.				Yes.
Lynn F. P. L.				Yes.			Six.	
Malden P. L.	Yes.			Yes.			Five.	Yes.
Medford P. L.	Yes.			Yes.				
Melrose P. L.				Yes.			Six.	
Milton P. L.				Yes.		Yes.		
North Adams P. L.				Yes.				
North Easton, Ames F. L.				Yes.			Four.	
Quincy, Crane L.				Yes.			Ten.	
Southbridge P. L. Assoc.			Yes.	Yes.			Six.	
Springfield City L.				Yes.			Six.	1000 vols.
Waltham P. L.						Yes.	Four.	
Weymouth, Tufts L.				Yes.				
Worcester P. L.				Yes.		Yes.		

Separate Finding-lists.	Books Separated in General Finding-lists.	Maxson Book-mark.	Talks in Schools	Talks or Lectures in Lib.	Lists on Special Subjects.	Required Reading in Schools.	Circulation of Pictures.	Exhibition of Pictures.	REMARKS:
Yes.....					Yes.....		Yes.....		
Yes.....					Yes.....	Yes.....			
Yes.....					Yes.....				
Yes.....	Yes.....								
Yes.....		Yes.....			Yes.....	Yes.....	Yes.....	Yes.....	
Yes.....			Yes.....		Yes.....			Yes.....	
Yes.....			Yes.....	Yes.....	Yes.....		Yes.....	Yes.....	
Yes.....						Yes.....			
Yes.....						Yes.....			
Yes.....					Yes.....				
Yes.....					Yes.....				
Yes.....				Yes.....					See Miss Wallace's report.
Yes.....					Yes.....				See Miss Moore's report.
Yes.....			Yes.....		Yes.....		Yes.....	Yes.....	See Miss Clarke's report.
Yes.....					Yes.....				
Yes.....							Yes.....		
Yes.....		Yes.....	Yes.....	Yes.....	Yes.....				
Yes.....			Yes.....		Yes.....				Mothers' Clubs formed by teachers and addressed by librarians.
Yes.....									
Yes.....					Yes.....				Separate tables in reading-room.
Yes.....					Yes.....			Yes.....	
Yes.....					Yes.....				
Yes.....		Yes.....					Yes.....		One hundred Perry pictures.
Yes.....					Yes.....				Table in reading-room.
Yes.....									
Yes.....					Yes.....	Yes.....		Yes.....	
Yes.....									
Yes.....									
Yes.....									
Yes.....									High and grammar schools, one book for every two pupils; primary schools, one book for every three pupils.
Yes.....	Yes.....				Yes.....				
Yes.....	Yes.....								
Yes.....						Yes.....		Yes.....	

STATE AND CITY OR TOWN AND LIBRARY.	Children's Room or Dept.	Lib. League.	Lib. League hoped for.	Gen. Work with Schools	School Duplicates.	Branches in Schools	No. Books allowed Teachers.	Access to Shelves.
MICHIGAN:								
East Saginaw, Hoyt L.	Yes.				Yes.			
Jackson P. L.	Yes.							
Kalamazoo P. L.	Yes.							
Ypsilanti, State Normal Coll. L.				Yes.	Yes.			
MINNESOTA:								
Duluth P. L.								
Minneapolis P. L.	Yes.	Yes.		Yes.		Yes.	Four.	Yes.
St. Paul P. L.		Yes.						
Winona F. P. L.				Yes.			Twelve.	
MISSOURI:								
Kansas City P. L.	Yes.			Yes.		Yes.		
St. Louis P. L.	Yes.			Yes.	Yes.	Yes.		
MONTANA:								
Butte F. P. L.				Yes.				
Helena P. L.				Yes.				
NEBRASKA:								
Lincoln City L.	Yes.			Yes.			Three.	
Omaha P. L.				Yes.		Yes.	Three.	
NEW HAMPSHIRE:								
Concord P. L.				Yes.			Six.	
Dover P. L.				Yes.			Not stated.	
Keene P. L.				Yes.			Four.	
Nashua P. L.				Yes.			Ten.	Sel'd books
NEW JERSEY:								
Jersey City F. P. L.				Yes.	Yes.	Yes.	Six.	
New Brunswick F. P. L.				Yes.				
Plainfield P. L.				Yes.		Yes.	Eight.	Yes.
Trenton, Union L.								
NEW YORK:								
Brooklyn, Pratt Inst.	Yes.							Yes.
" Union for Christian Work	Yes.			Yes.			Six.	
Buffalo P. L.	Yes.			Yes.		Yes.		Yes.
Gloversville F. L.				Yes.				
Jamestown, Prendergast L.	Yes.	Yes.		Yes.				Yes.
Mount Vernon P. L.				Yes.				
New York, St. Agnes' F. P. L.								Yes.
Oneonta P. L.				Yes.				
Poughkeepsie, City L.				Yes.				
Rochester, Central L.	Yes.			Yes.	Yes.			
Rome, Jervis L. Assoc.	Yes.			Yes.		Yes.		Yes.
Syracuse, Central L.	Yes.			Yes.				Yes.
Utica P. L.	Yes.							
OHIO:								
Akron P. L.				Yes.				
Belleville P. L.				Yes.				
Circleville P. L.				Yes.	Yes.		Ten.	Yes.
Cleveland P. L.		Yes.		Yes.		Yes.		
Dayton P. L.								
Elyria, Elyria L.				Yes.				
Mansfield Mem'l P. L.								
Warren, Warren L. Assoc.	Yes.			Yes.				
Youngstown, Reuben McMillan P. L.				Yes.		Yes.		
PENNSYLVANIA:								
Philadelphia, Apprentices' L.	Will be opened in Sept.		Yes.					
" F. L.	Yes.							
Pittsburgh, Carnegie L., Lawrenceville branch.	Yes.							Yes.
Scranton P. L.								
Warren P. L.				Yes.				Yes.
Wilkes-Barré, Osterhout F. L.				Yes.				
RHODE ISLAND:								
Pawtucket P. L.		Yes.		Yes.				
Providence P. L.				Yes.	Yes.			
Woonsocket, Harris Inst.					Yes.			Yes.
VERMONT:								
Brattleboro F. L.				Yes.			Three.	
Burlington, Fletcher F. L.				Yes.			Unlimited.	
St. Johnsbury Athenæum.				Yes.			Unlimited.	
Woodstock, Williams P. L.							Unlimited.	
WASHINGTON:								
Seattle P. L.				Yes.			Six.	
WISCONSIN:								
Beaver Dam, Williams F. L.			Yes.	Yes.				Yes.
Madison F. L.				Yes.			Unlimited.	
Menomonie F. L.				Yes.			Unlimited.	
Milwaukee P. L.	Will move this summer					Yes.		

Separate Finding-lists.	Books Separated in General Finding-lists.	Maxson Book-mark.	Talks in Schools	Talks or Lectures in Lib.	Lists on Special Subjects.	Required Reading in Schools.	Circulation of Pictures.	Exhibition of Pictures.	REMARKS:
Yes									See Miss Ames' report.
									Used in connection with Training School. See Miss Walton's report.
		Yes							Sends collections to missions and settlements.
					Yes			Yes	See Mrs. Whitney's report.
Yes			Yes		Yes				Has a room for children's classes and clubs.
Yes					Yes				Making up order for first home library.
Yes					Yes				
				Yes					Boys' room with picture papers, minerals, etc.
Yes					Yes				Fifty copies of Baker & Taylor list on American history distributed to teachers. See Miss Garland's report.
Yes	Yes							Yes	
Yes					Yes				See Miss See's report.
									Has children's bulletin-board. See Miss Adams's report.
Yes				Yes	Yes			Yes	See L. J., Nov., 1897, May, 1898. P. L., June, 1898.
					Yes			Yes	See Miss Hull's report.
			Yes		Yes				
					Yes				
						Yes		Yes	Cards of illustrations from books sent to schools. See Mr. Sickley's report.
Yes					Yes				
		Yes	Yes		Yes				
		Yes							Has an evaluation card. See Miss Doren's report.
Yes					Yes				
		Yes			Yes				In two branches at Germantown and West Philadelphia.
Yes					Yes				"We use them just the same as we do all our patrons. . . . Avoid all frills and flounces as far as possible."
		Yes			Yes		Yes	Yes	See Mrs. Sanders's report.
									See Miss Ward's report.
Yes									
	Yes			Yes	Yes		Yes		
		Yes					Yes		The Maxson book-mark originated here.
		Yes							

REPORT ON OPEN SHELVES.

BY JOHN THOMSON, FREE LIBRARY OF PHILADELPHIA.

THE most satisfactory remark to be made on the subject of open shelves is, that the adoption of that system is largely on the increase, and that an instance of reversion from an open-shelf institution to a practice of closed shelves is very rare. Hardly a librarian who has adopted open shelves would entertain the idea of returning to old-fashioned methods, now that he and the public whom he serves have found the advantages of free access by readers to the books they wish to consult. It is remarkable that from the moment when the system was first adopted, wherever a letter or a speech is found upon the subject, little or no variation of the arguments for and against the system can be found. The great satisfaction felt by the public and the enormous increase in the circulation of books for home reading are advanced on the one side, and on the other there is brought up the plea of danger from thieves, mutilation of books, confusion on the shelves, and the use of books unfit for indiscriminate consultation; but notwithstanding the cries by alarmists the movement is making very rapid progress.

It is difficult to obtain any very definite statements as to loss of books from those who have charge of libraries in which the open-shelf system is not in use. In one library at the end of 1895 nearly 2000 volumes were unaccounted for and apparently missing from the free shelves. If these "statistics" had been published, fancy the terror which would have arisen in the hearts of librarians. Suppose they had been well founded and it had been shown that the books were worth 35 to 45 cents apiece, it would have revealed an aggregate loss of \$400 in one year. Fancy the arguments *pro* and *con*. Now judge the result, when, two years later, of these books all but 350 to 400 were accounted for. Some had been misplaced, some had been held over by readers, others again were found placed behind books and were lodged probably by delinquent readers at the back of shelves out of sight. I would venture to say that no more valuable resolution could be adopted by librarians than to cease publishing the minute

statistics which delight so many. Free libraries must be conducted upon the same methods, plans, and principles that are used in carrying on a business. Can you imagine Messrs. Macy, Wanamaker, Stern, McCreery, Siegel & Cooper, Hearn, Altman, and others, meeting together and agreeing to publish annual reports to show how many pieces of lace have been missing from their bargain counters during the years 1621-22? Such an antiquated method of injuring a business would not have prevailed even in the years I have suggested. Each locality, each library, each branch has its own constituency and must adopt its own protective and aggressive measures. The one thing, and one thing only, that concerns boards of trustees, city councils, the grantors of city appropriations, and others who are appointed to watch the interests of the people is, what good result is obtained for the money expended? Is the business end of any particular library showing a good result? Is the result worth the expenditure? This is proved or disproved to a large degree by showing the turn-over of a library. By showing, for instance, that with a possession of from 100,000 to 200,000 volumes there has been a circulation of one million, one and a half million, or two millions of volumes; a turn-over of each volume from 10 to 20 times in a year. But no less by demonstrating that the expenditure incurred in maintaining a free library is justified by its report of the use made of reference-books by readers, which in many libraries equals and possibly exceeds the issue of volumes for home reading. And lastly by the comments made by readers upon the usefulness of the library in that department. On this point in the Free Library of Philadelphia, for instance, hundreds of letters and interviews commenting favorably on the value of the service rendered to the student and general public could be reported. When the complaints of service which reach the librarians are fewer and fewer every month, when the public approval received by the notice of the press and the good-will of members of councils are maintained, the best proof is given that a library is earning its appropriations.

The Free Library of Philadelphia has adopted the free-shelf system from the beginning, and the result of its work was shown so successfully in the first of its 12 libraries (the Wagner Institute branch), that the moment the Free Library was able to move into its present quarters and escape the cramped conditions of its earliest situation in the three rooms appropriated to its service in the city hall, the freest use of the shelves was given to the public. These libraries have surprised even those who were the warmest advocates of the system. The importance of making libraries free and enabling students to use them with the fewest shackles compatible with management will be found true even in the face of the revival of the fossil argument that free libraries are no longer aids to education. A leading newspaper in England congratulated Marylebone on having refused to adopt the public library system on the ground that no such institutions were wanted in such big places as London, because "students could go to the British Museum and there read everything except a novel." The writer who made this solemn statement must be sadly in want of information as to the many safeguards rightly placed around the books and book-stacks of such institutions as the British Museum and the National Libraries of Paris, Berlin, and Dresden.

Eight years ago in one of a series of articles entitled a "Plea for liberty," endorsed with a preface by Herbert Spencer, the very ancient cry that books in a free library were only a method of stealing money out of one man's pocket to enable another man to read useless trash gratuitously, was put forward with the imprimatur of Mr. Spencer. Facts, however, are a great deal stronger than arguments. The reports of losses from the open shelves are not in any way serious. The injury to a library from loss and mutilation of books cannot be shown to be any greater on absolutely free and open shelves than on those carefully guarded by lock and key or by such methods as are still adopted here and there to prevent the people from using the books they have paid for. The best motto for a library is "This library is under the protection of the public." Experience shows every day that the people will not see wrong done without interfering, and the attention of attendants is continually called to careless or worse use of

books. Mr. Higginson, at the Massachusetts Library Club, hit the point exactly when speaking upon this subject, and quoting Sir Philip Sydney, he remarked, "suspicion is the way to lose that which you fear to lose."

The librarian of the Clerkenwell Library, London, reports that the percentage of lost books from the open shelves is insignificant. The report from the Minneapolis Public Library shows that its loss per annum was some 150 books. And yet Chicago, with closed shelves, spoke of 170, and Mr. Putnam found only 47 out of 6000 books in Bates Hall missing after 10 months' use, adding, as is no doubt the truth, that he believed many of them were merely mislaid. The differences of loss in free and closed libraries are really immaterial. It is satisfactory to know that the New York Free Circulating Library is making the experiment of open shelves and is in hopes of having the plan adopted throughout their entire system. We are all familiar with the report of the success of the free-shelf system at Buffalo, and Mr. Elmendorf was thoroughly justified in adding that the success of the movement at Buffalo had gone far to solve the question of open shelves.

Experience shows that the loss from theft is very small, and where a theft occurs it is almost invariably the act of some one deliberate and persistent thief. One man in Philadelphia stole 84 books; he visited nine of the principal libraries in the city, and made his selection of useful works on engineering. The books were recovered because a reader in the same house found out what was going on and notified one of the librarians where the books were. The librarian sent and fetched away the books, distributing them amongst the various libraries. The general public are not thieves. Thieves from libraries are a class like burglars. One man commits a large number of burglaries and creates a great deal of trouble; but this does not prove that the whole population of a village or town is burglariously inclined. The benefit of open shelves is indisputable, and the probable loss of two or three hundred books per annum at a total cost of perhaps \$150 may be considered small, if the salaries which would be required for one and possibly two more assistants, not to mention page-boys, etc., had to be paid. Libraries must be compared not merely according to the number of

volumes in their possession but according to the number of books circulated. If a library with a circulation of 125 books a day loses 10 books a year, that is as much in proportion as if a library with a circulation of 2500 books a day loses 200, the circulation of the latter being 20 times larger than the former.

It must be remembered also that the loss of books by theft and from other causes is merely a part, and a very small part, of the general loss in a public library with a large circulation. The general loss from wear and tear, the number of books worn out (absolutely torn to shreds from constant use) alone, would be at least 10 times the number of all books unaccounted for in the year. The number of books mutilated is certainly no greater in a library with open shelves than in a closed shelf library; because if a man wants to save himself the labor of copying by cutting out bodily what he wants he will do so as much in one library as he will in the other. The number of books thus mutilated, to my personal knowledge, is fully equal, if not greater, than the number of books mislaid, lost, stolen, or otherwise unaccounted for. To refer back to the illustration already used, if a store doing a business of \$5000 a year loses by theft \$100 worth of laces from a bargain counter the matter is a very serious item. A like amount taken from the counters of a store like Macy's becomes merely an incident. A loss of 300 books in a library circulating 50,000 books a year is a matter of grave moment. A similar loss in a library circulating from one million to one million and a half of books is a matter of comparatively small importance. If, as is a well-known fact, so large an article as a freight-car can be lost to the railway system to

which it belongs for a period of from one to three years, it is not difficult to understand that many books that are treated as stolen are really books that will sooner or later be accounted for. A leakage on books is as much a necessity as is a leakage of counter goods in a business.

The fact that some people who are trained in the use of libraries can achieve their ends by the use of the catalog proves very little. Every person using a free-shelf library can still go to the catalog if he or she desires to do so, but in addition to the catalog the free shelves give increased facilities. It is no argument to say you can use the catalog, and so need not give the public access to the shelves. Every public library has its catalog, but would do well to have free shelves in addition.

The true solution, as it occurs to me, for the management of public libraries is to have reference rooms and shelves for general books on classified subjects such as history, travel, fiction, and biography, absolutely open; and to have separate rooms or places in which can be stored valuable books that it would be impossible to leave to be handled largely from curiosity and which would become injured from undue handling. Several copies of the *Globe Shakespeare* might properly be placed upon free shelves, but Halliwell-Phillips' edition, the facsimiles of the quartos, and the facsimile of the first folio, might be properly remitted to a closed shelf. The general reader who wants Shakespeare will be content with an edition of Rolfe, the *Globe*, Knight, or Furness. If he wishes to pursue the study of Shakespeare and has exhausted the subject from the free shelves, he can very readily, through the catalog, obtain further editions to study.

REPORT OF THE CO-OPERATION COMMITTEE.

BY CLEMENT W. ANDREWS, CHAIRMAN, JOHN CRERAR LIBRARY, CHICAGO.

THE event of the year to be noticed first in a report on co-operation among librarians is, without question, the Second International Library Conference, held in London, July 13-16, 1897. The scope, size, and dignity of the gathering seem to make this mention necessary, even though the committee can add nothing to the reviews of its action and results which have appeared in the various library journals. Of these the careful and extended reports of Herr Milkau in the *Centralblatt für Bibliothekswesen* (14:454-473) and of Dr. Biagi to the Italian Government in the *Rivista delle biblioteche* (8:81-93) are of especial interest as showing the extent of the influence exerted by the meeting. It is to be hoped that the publication of its full proceedings may not be much longer delayed.

Mention must be made, also, of the Second International Bibliographical Conference, held at Brussels, August 2-4, 1897. Much smaller than the London Conference, it was also less formal and more enthusiastic. The discussions centred on the question of classification, and especially on the Decimal Classification; but, apart from this, the speakers urged co-operation in bibliography, the need of instruction in the subject, and the need of critical bibliography.

Still another international conference was called by the Société Bibliographique, to be held at Paris in April, 1898, but notices of its action have not come to hand.

The year has seen much of interest in the field of national as well as in that of international enterprise. Since the report of last year was prepared, the first organized meetings of librarians and bibliographers have been held in Switzerland, Italy, and Germany. The formation of those societies and of the Australian and Austrian societies noticed in last year's report mark a striking development and extension among librarians of the appreciation of the power to be gained from co-operation.

The first conference of Swiss librarians was held at Basel, on Sunday, May 30, 1897. About a dozen gentlemen took part. A short account of its proceedings is given in the *Centralblatt für Bibliothekswesen* (14:377), from which it appears that among the topics discussed were

the not unfamiliar ones of the proper form of catalogs, the tendency of booksellers to overcharge on foreign books, and the Decimal Classification. The subsequent proceedings, also, were not unlike those older associations, comprising an inspection of the new University Library, a formal lunch, an excursion, and a concert. Familiar, also, though somewhat less to be expected in Switzerland than in America, was the desire expressed by the conference that the next meeting might be held in a more central place. From the tone of the article in the *Centralblatt*, it is evident that the meeting fully met expectations, and that it will be regarded as a most pleasant beginning of the organized action of Swiss librarians.

The proceedings of the "first bibliographical reunion," held at Milan, Sept. 23-25, 1897, under the auspices of the Società Bibliografica Italiana, have been published by the society. As would appear by the title, the attendance was not confined to librarians, but the topics were matters of interest to them. Besides Dr. Biagi's report on the London conference, the Decimal Classification, co-operative bibliography, and the means of improving the administration of non-governmental public libraries, and of rendering them more accessible, were discussed. In regard to the Decimal Classification, the meeting voted that it could not be adopted in its present form, but that a general classification, with a special symbolic notation, was greatly to be desired, and proposed the nomination of a scientific commission to study the question and report at the next meeting. At another session the conference decided that the Italian Bibliographical Society should undertake the preparation of a bio-bibliographical dictionary of Italian authors, to the end of the century, to be published in a manner similar to that of the *Bibliotheca belgica*.

The first formal conference of German librarians was held at Dresden, Sept. 29-Oct. 2, 1897, as a "Section for Library Economy of the Association of German Philologists and Educators." An account of its proceedings, by A. Reichardt, may be found in the *Centralblatt für Bibliothekswesen* (14:572-581), and a briefer

one in a paper by A. G. S. Josephson in *Public Libraries* (3:127). There were 51 members present, nearly all of whom were directors or librarians of governmental or university libraries. The papers read were of the scholarly character that would be expected of such a gathering. The paper by Dr. Dziatzko on the "Attempts at a universal catalog" gave first an historical account of these attempts, then consideration to the present and prospective agencies of such work, and finally a statement of the importance of international, or at least national, agreement as to the form of entry, and more especially of international agreement as to the classification of literature. This last he considered attainable, and best by an arrangement of letters and numbers. Dr. Graesel urged the formation of a collection of library appliances, and the meeting voted unanimously in favor of such a museum. It further voted that it was desirable that the collective catalog undertaken by the Prussian Government should be extended to cover the larger German libraries generally. In a paper on the aims and methods of the German library movement, Dr. Nörrenberg laid stress on the need, in addition to the scholarly libraries, of public libraries with purposes and a program which would be considered typical of our own ideals, and also urged the formation of a central authority to work somewhat in the manner of our state commissions.

If our own country offers less for our consideration, yet it cannot be said to have stood still. One more state, Georgia, now has an organization of its library workers, and, as a result, has obtained from the state government the recognition of the importance of library interests implied in the constitution of a library commission. A more novel development has been the holding of interstate or joint state meetings. Two such have come to the attention of the committee, one at Evanston in February and the other at Atlantic City in March, and a third is contemplated in connection with the Trans-Mississippi Exhibition at Omaha. Some discussion has arisen as to the probable effect of such sectional meetings on the interest and value of the annual conference; the committee agree in thinking that there are weighty arguments *pro* and *con*, but that observation alone can decide the question.

In another line of co-operative work, that of

inter-library loans, the committee is able to report considerable progress. The *Centralblatt für Bibliothekswesen* records the addition of several European libraries to the list of those who agree to exchange mss.; the Prussian government has formulated rules for the exchange of books between the libraries of the Prussian universities; the Boston Public Library and the University of California have taken similar action. The council has forestalled a proposition which the committee intended to make by placing the subject in the program of the College and Reference Section. The existence in America of reference libraries which do not loan books complicates the problem, for it is a question whether such libraries can justify the grant of a favor to a non-resident which they would not grant to a resident.

In regard to co-operative bibliographical work there are several items which seem worthy of mention. The Publishing Section has carried out the plan discussed at the Philadelphia conference of printed catalog cards for serial publications, and is able to report progress on the portrait index and on its other undertakings. Details will be found in the report of the Section. Two suggestions have been received for future work, one of an index to poetry, and the other of a list of the incunabula in this country. It is suggested that the latter should include all known copies, whether in public or private libraries, but need not have entries fuller than would be necessary for identification in the regular bibliographies. There have come to the committee from more than one source opinions in favor of the preparation of a handbook of American libraries, as proposed by Mr. Teggart in the *LIBRARY JOURNAL* for December, 1897.

Abroad, the action of the Royal Library at Berlin in undertaking to include in its printed catalog the titles of works in other Prussian governmental libraries which it does not expect to obtain for itself, marks a great advance in the direction of national bibliography. The prospect of co-operation between the Congressional Library and the Register of Copyrights in the preparation of the latter's lists gives strength to our hopes for a somewhat similar advance here.

The most comprehensive plan of international bibliography is that of the Office International de Bibliographie at Brussels. It is not gener-

ally understood, however, that while the office is at work on the compilation of a universal bibliography on cards, arranged by the Decimal Classification, it no longer contemplates the publication of such a catalog, but rather aims to induce societies, individuals, or other agencies to publish such parts as may interest each, as for example the bibliography of zoölogy is published by the Zurich Council.

The plan of the Royal Society for an international bibliography of scientific literature, which was discussed at the Philadelphia conference, has advanced during the year. According to information received from Dr. Billings, who was one of the delegates to the conference at London in 1896, the committee then appointed to confer on the details has made a report, presenting a somewhat elaborate scheme, with detailed financial estimates and with a proposed classification in all departments except two. The governments have been asked to appoint delegates to attend another conference in London some time this year. It is hoped that copies of this report may be received in time for examination and discussion at Chautauqua.

The check list which is to accompany the second edition of Bolton's "Catalog of scientific and technical periodicals" is now being printed, and will be sent out in a few months. It is mortifying to have to add that the delay is largely due to the fact that from 200 libraries addressed, responses were received from 135 only, and that some of these took 12 months to make their report. The mere statement of this disregard of the common good is sufficient to secure its condemnation. Dr. Bolton states that he was much more successful in obtaining the co-operation of foreign scholars in completing his "Bibliography of chemistry," and that the "First supplement" is now going through the press.

The union list of periodicals in the libraries of Chicago, to which reference was made in last year's report, has now been compiled and partly edited, and should appear some time in the winter. A similar list of medical periodicals in the libraries of Denver is announced as in preparation.

The committee conclude their report with a summary of the work and plans of the state library associations as given in the answers to a

circular letter of inquiry. The expectation that interesting material could be obtained was not disappointed, but it is to be regretted that nine out of 21 associations did not reply, especially in view of the relative importance of some of the delinquents. California reports that steps have been taken to compile statistics of California libraries, to bring about a system of inter-library loans, and to prevent duplication of expensive works in neighboring libraries. Georgia reports the organization of its state association, the holding of two meetings, the adoption of the *Southern Educational Journal* as its official organ, and the passage of the bill creating the state library commission. Illinois reports the continuation of the work of its Bureau of Information, the formation of a library section of the State Teachers' Association (in December, 1896), and suggests a monthly or quarterly list of best books for small libraries, the compilation of an accurate list of Illinois libraries, and the help of the libraries in the public institutions of the state. Massachusetts reports the trial of a plan for obtaining select fiction lists at much less expense and with much less trouble than in their previous experiments. Each librarian is expected to send in a list of titles of novels actually purchased, which seem worthy, and the final list is made up of those mentioned by at least four contributors. Fuller details are given in the May number of the *LIBRARY JOURNAL*. This association has also in contemplation the preparation of joint lists of new books for discussion at the same time with other associations. Michigan reports the exchange of special lists of books, and also that a good start has been made on a contemplated bibliography of Michigan. Minnesota asks for an extension of the work of preparing lists of best books of the year on a somewhat larger scale than those now existing, and suggests the desirability of an index of poetry. Nebraska reports that it has undertaken to hold a library congress in Omaha in September, and that a movement is being made in favor of travelling libraries. Ohio also hopes to aid the travelling libraries movement, and expects to devote a session to the question of establishing libraries in the smaller communities. Maine, Iowa, New Hampshire, and Wisconsin answer that they have not as yet undertaken co-operative work.

REPORT OF THE A. L. A. PUBLISHING SECTION.

BY WILLIAM C. LANE, CHAIRMAN, LIBRARIAN OF HARVARD UNIVERSITY.

IN the last report of the Publishing Section, presented at Philadelphia in 1897, the most important subject discussed was the issue of printed catalog cards for current American books, an undertaking which had been conducted for several years by the Library Bureau and had been transferred at the Library Bureau's request to the Publishing Section. The Library Bureau had already shown that the scheme was practicable and that it could command sufficient support to cover its expenses, and librarians are under obligations to the Bureau for demonstrating this, as they are for undertaking and carrying out many other schemes of general library interest and utility. The work has been continued by the Publishing Section on practically the same lines that the Library Bureau had followed. It involved, as was pointed out last year, the employment by the Section of a permanent paid secretary, and this has opened the way for a still further extension of the work of issuing printed cards.

As was stated in the last report, five of the large libraries—the Harvard and Columbia University libraries, the Boston and the New York public libraries, and the John Crerar Library of Chicago—had been discussing the feasibility of printing, each for itself, the titles of articles in a certain number of periodical publications, and then exchanging among themselves the titles so as to give to all the advantage of the work done by each. This is a kind of work in which the Publishing Section is naturally interested, and when it was pointed out to the five libraries that if the work were done through the Publishing Section, the results could probably be made available for other libraries beside their own, and the cost to each at the same time diminished, the undertaking was placed in our hands. A list of periodicals to be analyzed, numbering 186 titles, and including, in the first place, the publications of the principal learned societies, and in the second place, periodicals specifically devoted to history, philology, economics, fine arts, and literature, was drawn up by the five libraries and was sent by the Publishing Section to all the libraries and

societies of this country and abroad which it was thought might be interested in the undertaking. Subscriptions were asked, either for the complete set of titles to be analyzed, which it was thought might reach about 3000 in the course of a year, or for the titles taken from specified periodicals, the charge for the latter, since it involves a good deal of extra labor and expense, being at a rate about 50 per cent. larger than the charge for the full set. 15 subscriptions have been received for specified periodicals; and 11, beside those of the five libraries co-operating, for the full sets. The complete subscribers are, of college libraries: Harvard, Columbia, Yale, Princeton, Cornell, and Leipzig; of public libraries, Boston, New York, Worcester, and Providence; the Congressional Library, the New York State Library, the John Crerar Library, the Boston Athenæum, the American Philosophical Society, and the Central Library of Florence.

The issue of cards was begun in February, and has been continued regularly twice a month; but during the summer months shipments will be made only once a month, on account of the partial suspension of work in the libraries. The cataloging is done by the five libraries that initiated the work, the titles being written out on paper ruled for the purpose and provided by the Publishing Section, and the cards are issued within three weeks from the time the copy is received. All the details of the work, which are necessarily somewhat complicated, are in the hands of the assistant secretary, and so far all the proof has been read not only by Miss Browne with the copy furnished, but also by myself with the periodicals themselves whenever they were accessible to me, and to insure accuracy it will probably be necessary to continue this practice. The shipments have varied from 73 to 189 titles, the average being 127. The 10 shipments sent up to June 25 have included 1273 titles, and have involved the printing of about 80,000 cards. It was announced in the prospectus that few, if any, surplus sets would be printed, but it was thought best to print a small number, and we have now seven

surplus sets complete, which we can use for future subscribers. The number of full subscriptions has been more than we dared to hope, but the partial ones have been fewer than was expected, and unless it appears in the course of a year that more subscriptions of this kind will be taken it may be desirable to discontinue them, for the work of printing and distributing is a good deal complicated by the special treatment involved. The price announced as a maximum in the prospectus was \$3 a hundred titles to full subscribers, and \$4.50 a hundred to partial subscribers, and the cost of the work having proved heavier than was expected, in the first set of bills sent out it has not been thought safe to lower this rate. But it is confidently expected that a reduction can soon safely be made.

In taking up these printed cards for periodicals and in considering the future enlargement of work on the same lines the Publishing Section feels that it is dealing with what is likely to be an important development of co-operative work. This idea has perhaps become already more firmly established than many of us realize, and it will not be amiss to mention in the briefest possible manner the other schemes for printed cards or looking toward their use already in operation or under discussion.

The Astronomical Society of Brussels is publishing a current bibliography of astronomy on cards. The Institut de Philosophie of Louvain issues a current bibliography of philosophy in pamphlet form, but printed on one side only of the leaf, so that it may be cut up and mounted. The Concilium Bibliographicum of Zurich, under the management of Mr. H. H. Field, issues on cards an admirable current record of zoölogy and anatomy which has been welcomed by naturalists everywhere, and under M. Richet publishes a similar record of physiology. All of these undertakings are affiliated with the Institut International de Bibliographie of Brussels, which itself issues a *Bibliographia Sociologica* and a *Bibliographia Bibliographica*, the latter printed on one side of the leaf only. Subscriptions may be made through the International Institute, and the price is much lower than what we have been able to fix for similar work. In Italy the *Polidinicò*, a medical journal of Rome, publishes in its own columns and also separately a bibliography of Italian publi-

cations on medicine; the Obstetrical Society of Rome publishes a current record of obstetrics and gynæcology. A bibliography of Italian musical publications is also in progress.

All of the bibliographies mentioned so far give the numbers of the Decimal Classification, so that the titles may be classified on this system. In Paris Gauthier-Villars issues on cards a bibliography of mathematics, and a current record of photographic material is also published. In Chartres the Abbé Langlois is printing on cards a bibliography of the department of Eure-et-Loir, including everything relating to Chartres and its cathedral.

In this country Miss Josephine Clark, of Washington, prepared a current record of new botanical species described, which is printed on cards, while Mr. Seymour, of the botanical department of Harvard University, issues a current bibliography of botanical articles in periodicals. The Department of Agriculture also issues cards for agricultural literature. A series of annotated cards for books on English history begun by Mr. W. Dawson Johnston in 1896 will be mentioned later, as the Publishing Section is prepared to take up the work with Mr. Johnston's co-operation and continue it.

The Royal Society in London has been for some years forming plans to continue its great index of scientific literature in card form, and we shall probably learn something more of these plans before this conference adjourns. All these undertakings show that there is a wide field for work of this kind if the wisest and most practical way for conducting it can be found, and encourages trials in different directions to see what will best meet the needs of librarians and scholars.

To turn now to our other work of the year, we have two new publications to show. One is a new edition of the "List of subject headings," prepared by Mr. Gardner M. Jones, of the Salem Public Library, Mr. C. A. Cutter, of the Forbes Library, Northampton, and Miss Edith Fuller, of the Episcopal Theological School, Cambridge, instructor in dictionary cataloging in the N. Y. State Library School at Albany. Dr. G. E. Wire, who was a member of the committee that prepared the first edition, has also given his assistance to the committee on this one. Not many changes have been made in the body of the List, but a moderate number of addi-

tional headings have been inserted, which has increased the size of the List by six pages. The important point, however, which distinguishes this edition from the old one is the addition in an appendix of tables for the arrangement of sub-heads under countries and cities, under the Bible, and Shakespeare, and under the country subdivisions of literature. Mr. Cutter has also contributed a few general notes on dictionary cataloging which will be of service to the beginner. Plates have been made, so that the work will not again go out of print as did the first edition. We expect a rapid sale of a considerable number of copies and that the cost of printing will soon be covered by receipts.

A brief "List of French fiction," by Mr. William Beer, of New Orleans, and Madame Sophie Cornu, of Montreal, has also been issued, and forms a new contribution to the series of "A. L. A. annotated lists." It is a little book of only 28 pages, about the same size as Miss Hewins' "Books for boys and girls." It contains 186 titles of books, the production of about 70 authors. The object has been to produce a list that will be useful both to libraries and in families as a guide to French fiction which may profitably be given to the general reader and the young person as clean and wholesome reading, and also excellent from the literary point of view. The price is 10 c. a copy, but it is sold in quantity at a much cheaper rate in the hope that some libraries will like to take a large number of copies for distribution to their readers. Beside its obligations to Mr. Beer and Mme. Cornu, the Publishing Section desires to express its gratitude to Mr. George Iles, who, with a generosity that we have known before, provided at his own expense for the revision and printing of the list.

These three publications form the new work brought out or inaugurated in the course of the last year. I pass on to a brief review of the progress of work already under way and the sales of books already published; and as no details of expense were given in last year's report, all figures, it should be noted, are for the period of 16 months from Sept. 1, 1896 to Dec. 31, 1897.

Printed cards for current books.—This work has been continued on the same lines as heretofore, and with the same number of subscriptions, about 60 sets being taken. The publish-

ers have continued to send us their books, and we hope that they recognize that, in printing and distributing to libraries the titles of them, we give an advertisement which is worth having. Our chief trouble is still the difficulty of persuading the publishers to send us their books *promptly* on publication, so that the cards can be issued at the same time the books are published. The expense of the work has been a little more than covered, so that it is a distinct advantage to the Section to continue it, in that it makes it possible for us to employ a paid secretary. We are still under obligations to the Boston Athenæum for the privilege of making our headquarters in that library, which relieves us of all charges for rent.

The A. L. A. index.—26 additional copies had been sold up to Dec. 31, 1897, which, with one copy sold since, closes out the whole edition of 750, printed in 1892. The excess of receipts over expenses on the whole edition has been \$485.86, which sum has been paid in instalments as received to the editor in accordance with our agreement with him, under which we were to pay him the net profits up to \$700.

List of books for girls and women.—277 copies of this list have been sold during the period under consideration, and 600 copies of the separate small parts in which it was also issued. The net receipts of \$155.80 have been paid over to Mr. George Iles, who paid all the bills for manufacture in the first instance, and is therefore entitled to all the receipts until the amount paid is covered. But it is quite evident that the sales will never cover the original expense. In the course of the year the small parts were offered to students at library schools at two cents apiece, and 434 were sold in this way. The sales have never been as large as we expected, although the book is a thoroughly good piece of work, done by competent specialists in the several departments. This is, no doubt, partly owing to the title, which seems to limit its interest and usefulness to a particular class, and partly to the fact that under our present arrangements for publishing we have never succeeded in reaching the bookseller to the extent that we would have liked, so that our books have not been generally for sale in bookstores.

Books for boys and girls.—Of this little list 1000 copies were printed at first, and a second

thousand was soon wanted. Up to Dec. 31, 1897, 1079 copies had been sold. We have made the price per 100 only three cents, in order to make it possible for librarians to take large numbers for distribution. We had also hoped that booksellers would find it to their advantage to buy editions of this and of the French fiction list; but it appears that in consequence of the publishers' names being given in both these lists they are for that reason of less value to the bookseller to use in extending his business. One application has been made for permission to use part of the list and of its notes in a library bulletin. The permission was readily granted on the payment of a small fee, which should contribute toward the expenses of the publication. The Section is glad to have all its publications used in the same way when the request is made. When published they are copyrighted, so that the Section may retain control of their use; but it is glad to have their usefulness extended in this way as well as by direct sales.

Annotated bibliography of fine arts. — The expense of printing this book was \$744.67, which, with \$14.50 for advertising and insurance,

brought the total cost up to \$759.17. 1050 copies were printed. The sales up to Dec. 31, 1897, amounted to 410 copies and the net receipts were \$224.48. The sale has been slow, and it is not likely that we shall be able to cover expenses. Here also it would have been important to reach the bookseller more generally.

Paper and ink. — The sale of this little address by Mr. Swan, the Massachusetts Commissioner of Public Records, which was reprinted from the LIBRARY JOURNAL, has practically stopped, and the account will now be closed, and the small balance not covered transferred to general expenses. 136 copies were given away by vote of the Publishing Section to students in library schools.

Reading for the young. — The publication of the supplement of this work, though reported last year, falls into the period which we are reviewing, and has involved an expenditure of \$1077.93. The net receipts from 667 copies sold have been \$501.16; so that there is a balance of about \$660 which has not yet been returned to us from sales. The book has, however, a steady sale, and a large part of this will come back.

TABLE I.

A. L. A. PUBLISHING SECTION.

STATEMENT OF PROFIT AND LOSS ON VARIOUS ACCOUNTS.

SEPT. 1, 1896, TO DEC. 31, 1897.

ACCOUNT.	BALANCE OF PROFIT OR LOSS, SEPT. 1, 1896.		OPERATIONS, SEPT. 1, 1896, TO DEC. 31, 1897.		BALANCE OF PROFIT OR LOSS, DEC. 31, 1897.	
	Loss.	Profit.	Expenses.	Receipts.	Loss.	Profit.
A. L. A. Index. 26 copies sold.....			\$99.20	\$99.20		
Reading for the Young. 667 copies sold.....	\$89.49		1,077.93	501.16	\$666.26	
List of Subject Headings. 106 copies sold.....	36.31			164.72 (net)		\$128.41
Books for Girls and Women. 277 copies sold.....			155.80	155.80		
Paper and Ink. 2 copies sold.....	7.35			.18		7.17
Fine Arts Bibliography. 410 copies sold.....			759.17	224.48 (net)	534.69	
Books for Boys and Girls. 1,079 copies sold.....			69.50	30.33	39.17	
Portrait Index.....			337.77		337.77	
Printed Cards for Books.....			1,188.81	1,382.41		193.60
Printed Cards for Periodicals.....			3.90		3.90	
Totals.....					1,588.96	322.01
General Balance.....						1,266.95
					\$1,588.96	\$1,588.96
General Expense and Income Acct.....	\$138.77		44.39	300.98		395.36
Due to Endowment Fund.....						1,000.00
Due on Old Members' Accounts.....						90.69
Due to George Hles.....						149.43
Balance of Cash.....					61.17	
Due on Savings Bank Acct.....					11.09	
Due from Library Bureau.....					296.27	
Totals.....					368.53	1,635.48
General Balance.....					1,266.95	
					\$1,635.48	\$1,635.48

All the above items of receipts and expenditure are summed up in table no. 1, which presents a compendious statement of the account of each of our publications from Sept. 1, 1896, to Dec. 31, 1897. An inspection of this table will show that on Sept. 1, 1896, there was very little money still tied up in publications and not returned to us by sales, but that in the succeeding 16 months there has been a large increase in the expenditure of the Section, owing to the publication of the "Supplement to Reading for the young," the "Bibliography of fine arts," the "Books for boys and girls," and the work on the "Portrait index." The excess of expenditure over receipts at the end of this period was \$1266.95. How this sum, a considerable one for an organization with almost no capital of its own, is provided for is shown in the second half of the same table. The \$395.36 is the balance on a general expense and income account on which are entered all items of expenditure not charged to a separate account, and all receipts, such as appropriations received, which may be used for general purposes. A balance of \$138.77 on this account Sept. 1, 1896, has been increased by \$200 received from the association, \$100 a gift from the trustees of the Carnegie Library of Pittsburgh, and 98 cents resulting from the settlement of certain members' accounts. The general expenses for stationery, etc., have been \$44.39, which leaves a balance of \$395.36 belonging to the Publishing Section available to offset its other expenses. In addition to this we have \$1000 on loan from the endowment fund, \$90.69 still standing on members' accounts, and \$149.43 due to George Iles not yet paid. These four items, amounting to \$1635.48, suffice to balance the \$1266.95 expended on publications in excess of receipts, the balance due the Publishing Section by the Library Bureau (\$296.27), and the small cash balances (\$61.17 and \$11.09).

The second table shows cash receipts and expenditure for the same period of 16 months. Since Jan. 1, 1898, the only items of importance are the receipt of \$500 appropriated by the association in June, 1897, and of \$225 from the Library Bureau, being payments on account. \$100 has been paid to George Iles on account of the balance due him, and we have presently to meet the expense of printing the new edition of "Subject headings" and a list of books to be indexed for the "A. L. A. index."

TABLE II.

A. L. A. PUBLISHING SECTION.

CASH RECEIPTS, Sept. 1, 1896 - Dec. 31, 1897.

Sept. 1, 1896.	Balance on hand.....	\$ 82.07
Dec. 8, "	Loan from Endowment Fund...	250.00
May 24, 1897.	Loan from Endowment Fund...	500.00
Feb. 26, "	Appropriation from A. L. A. . .	200.00
May 27, "	Gift from Carnegie Library, Pittsburgh	100.00
Oct. 29, "	From Library Bureau, on account	75.00
	From Houghton, Mifflin & Co., on account sales, A. L. A. Index (one year).....	84.85
	Sale of books.....	1,132.32
	Direct cash sales of publications..	46.64
	Temporary loans from W. C. Lane.....	200.00
	Temporary loan from C. C. Soule.	75.00
		<u>\$2,745.88</u>

CASH PAYMENTS, Sept. 1, 1896 - Dec. 31, 1897.

To W. I. Fletcher, sales of A. L. A. Index.....	\$ 99.20
To Geo. Iles, sales of Books for Girls and Women.....	155.80
To Geo. Iles, on account of Bibl. of Fine Arts..	600.00
Printing Books for Boys and Girls. 2000 copies.....	69.50
Copying portrait cards of B. Samuel.....	243.74
Express, postage, stationery, etc.....	118.27
Salary of Asst. Secretary and Substitute.....	1,077.50
Services of Janitor.....	25.00
Bookcase.....	20.70
Temporary loans repaid.....	275.00
Balance, Dec. 31, 1897.....	61.17
	<u>\$2,745.88</u>

It will be seen, therefore, that we are doing a larger business than we have the capital for, and that if we are to carry out the plans which we have in view, and which involve a still larger investment of capital than we have hitherto had occasion to make, we must either have larger sums at our command, or we must ally ourselves with some established publishing house, or we must depend even more than in the past upon our open account with the Library Bureau. For our immediate expenses we must ask the association for another appropriation for the coming year. No appropriation has been received from the trustees of the endowment fund, because they are holding the interest which accumulates on their hands until we are able to pay back the \$1000 already loaned to us. They regard this loan as having been made from capital, not from accrued interest, as stated

last year. They intend in future not to loan the Publishing Section any portion of their capital, but under the direction of the association to appropriate to our use the interest that accrues.

The plans for new work which the Publishing Section has in view are mostly for undertakings which have been already mentioned in other years. The work of gathering material for the *Portrait index* has gone steadily on through the year, and about 13,000 cards are already in our hands, the result of the labors of the assistant secretary and of many friends collaborating with us. We expected also to have the use of the material collected by Mr. Samuel, of Philadelphia, but difficulties having arisen in regard to Mr. Samuel's relations to the work it has been found best to give up the idea of incorporating this material in our index. We have received many offers of help and many suggestions of additional books to be indexed, for all of which we are grateful. The work of gathering material must still continue for a considerable period, and we shall have to employ all the assistance that our willing friends in many libraries can lend to bring together a sufficiently representative and comprehensive collection to be worth publishing. We shall probably decide to divide the index into two sections, the first an index of English and American names, the second an index of European and other names.

The *Annotated bibliography of American history*, which was referred to last year, is now definitely under way, and promises to be an interesting and useful book. It is edited by Mr. J. N. Larned, formerly superintendent of the Buffalo Library. Mr. Larned contributes his editorial labor without remuneration, and Mr. George Iles undertakes to bear the expense of all assistance employed in its preparation and the expense of manufacture. Without this generous help on Mr. Iles' part the section would scarcely be justified in taking up the work while so many other undertakings are on its hands. A provisional list of the books selected for appraisal has been printed by Mr. Larned and distributed to those whose assistance in the preparation of notes he seeks; and about 500 titles (approximately one-third of those to be included) have already been assigned to the men who are to treat them. It is intended that the material of this book shall be

printed on cards for catalog use in libraries, as well as in the usual book form.

The supplement to the *A. L. A. catalog*, covering the publications of the last five years, will be issued in the autumn by the New York State Library as one of its bulletins, and a special edition will be printed for our use. In its scope it will differ somewhat from the original list, which undertook to select from the whole number of books in print those most desirable for a small library. The supplement, inasmuch as it covers the publications of five years only, can take a somewhat larger field, and will attempt to include all books which a well-equipped library ought to have, except those of purely technical and professional interest, which, belonging in professional libraries, are not necessarily bought by general public libraries. Mrs. Fairchild, of the New York State Library School, who has the work in charge, is organizing committees to be responsible for individual subjects. These committees will be composed of well-known scholars, both librarians and others, whose opinions will carry weight and who will undertake to actually examine and pass upon the books in their own fields.

A. L. A. index.—Mr. Fletcher has already collected much new material for a new edition of his index, and he also has on hand that which has been published from year to year in the "Annual literary index." He has also drawn up a provisional list of books, which might be included if it is found desirable to index them. This list will be sent to a large number of libraries, with the request that they check on it the books which each library owns, and with the invitation to co-operate in the indexing. The list evidently includes many books of secondary importance; but it will be interesting and instructive to see how widely these books are owned by libraries, and the extent of their popularity will be regarded in deciding upon their inclusion or exclusion. It is not yet decided whether the new volume will be a new edition of the old index or a supplementary volume; and an expression of opinion in regard to this matter from the owners of the old volume is asked for.

Annotated cards in English history.—The Publishing Section proposes to take up the work which Mr. W. Dawson Johnston started in 1896, when he began to issue on cards the titles of the best books relating to English history ac-

accompanied by brief critical notes. Mr. Johnston was obliged to discontinue the work after about 25 titles had been printed; but he is willing to begin again and to co-operate with the Publishing Section in the continued issue of the cards. These cards are distinctly different in their character and purpose from those now issued by the Section for current books. They will be issued, not at the time of publication of the book, but generally about six months *after* publication, so as to give time for the books themselves to be judged and reviewed in periodicals. The note will state as concisely as possible the character, source, scope, and value of the work, with references to leading reviews whence the information is drawn. These cards should be useful to libraries, first, as a guide in buying, and second, to supplement or replace the ordinary catalog card. For each title two

cards will be furnished, one for author and the other for subject entry, and in addition a paper slip which may be inserted in the book itself for the information of the reader. In order to join on with Mr. Johnston's earlier work, the Section proposes to publish (1) 25 titles of books published in 1897; and (2) from 50 to 60 titles of books published in 1898. The cards will be issued quarterly, beginning Oct. 1, and it is our intention to print the titles and notes in pamphlet form as well as on cards, for the advantage of students and others, who might find them of more value in this form than on cards. The Section looks forward with great interest to this first experiment in printing *annotated* cards. It has in Mr. Johnston an editor well qualified to select the titles and prepare the notes; and it hopes that this small beginning may lead to the same thing being tried in other fields.

REPORT OF GIFTS AND BEQUESTS TO LIBRARIES, JULY, 1897 - JUNE, 1898.

BY ELIZABETH P. ANDREWS, WETHERSFIELD, CT.

THE report of gifts and bequests to libraries in the United States for the year ending July 1, 1898, does not give a complete list. It includes those only which have been mentioned in the library periodicals, those of which notice has been sent to the reporter, and those which had come under her personal observation.

A brief summary shows that more than \$2,500,000 has been given to libraries, besides buildings and lands valued at nearly \$800,000. The number of volumes given to libraries is smaller than in previous years, but many collections whose value depends little on the number of volumes have been placed in the larger libraries. Columbia College has been the recipient of the most munificent gift, as it has received more than \$1,000,000 to be kept as a memorial endowment fund.

I have been asked if I could in this report give any data regarding money given with the condition that it should be kept as an endowment fund for buying books. The question came too late for me to make special inquiries, but it seems to be more frequently the case that when money is given for books it is given for a direct purchase rather than an endowment for

book-buying. The New York Public Library has received \$10,000 for the purchase of Hebrew books, Mrs. Metcalf has given an equal amount to the Milwaukee Public Library for art books, and President Low has given Columbia \$5000 for works on the French Revolution and the Reformation. In three instances it is stated that the money given is to be kept as a fund and the income used for buying books. The Lockport Public Library in New York has received \$10,000 by bequest, the income of which is to be used for buying books which have already obtained a permanent place in literature, and the trustees of the Mt. Vernon Library have set a good example to other trustees by subscribing \$100 toward a book fund.

Such a fund would be of great value in any library, and especially in the public library, which should not require any aid in paying its current expenses and where the endowment ought to be kept for special purposes. It would enable the librarian to buy many books which the library needs, but which are too expensive to be bought from the general funds, to fill up deficiencies in some special line and to satisfy the needs of the student without taking from the library its popular character.

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR REQUEST.	SOURCE.	Amount in Money.	No. of Vols. in Books and Pamphlets.	Building Valued at	CONDITIONS OR REMARKS.
California.....	Berkeley.....	University of California.....	Gift.....	C. P. Huntington.....	.....	3,900	.....	Spanish mss., books, and pamphlets, relating to history of California. For a memorial library building.
	Redlands.....	Merritt Library.....	Gift.....	A. R. Smiley.....	60,000	.....	.....	For a memorial library building.
	San Francisco.....	San Francisco Public Lib.....	Gift.....	J. W. H. Hurd.....	15,000	.....	.....	Australian literature and New England history.
	Palo Alto.....	Isabel Stanford Univ. Lib.....	Gift.....	Thomas Stanford.....	.....	5,500	.....	Conditional on naming the library. To be used as an endowment fund. For library building, on condition that the town buy a lot and appropriate \$11,000 for maintenance.
	New Haven.....	Yale University Library.....	Gift.....	R. C. Winthrop.....	.....	66 auto-graph letters	.....	Land for building and money for maintenance.
Connecticut.....	Old Lyme.....	.....	Gift.....	C. H. Luddington.....	10,000	.....	.....	Land on which to build a library.
	Southport.....	Pequot Library.....	Gift.....	Mrs. E. B. Monroe.....	30,000	.....	.....	Residue of his estate and real estate, in trust, for erection and site of memorial library building.
	Stonington.....	.....	Gift.....	E. M. Phelps.....	6,000	.....	.....	.....
	Suffield.....	Ladies' Library Association.....	Gift.....	S. A. Kent.....	20,000	.....	.....	.....
	Wallingford.....	.....	Gift.....	Sarah Simpson.....	20,000	.....	.....	.....
District of Columbia.....	Winchester.....	.....	Bequest.....	J. J. Whitney.....	.....	.....	.....	Etchings, engravings, and art-books of late Mr. Hubbard, on condition that it be maintained in a separate gallery called the Gardner Greene Hubbard gallery.
	Winsted.....	.....	Bequest.....	Jeremiah Whitney.....	.....	.....	.....	For maintenance of the art collection.
	Washington.....	Free Library.....	Gift.....	Andrew Carnegie.....	1,000	.....	.....	Final payment, making the total amount of the endowment fund \$2,395,044.79.
	".....	Congressional Library.....	Gift.....	Mrs. G. G. Hubbard.....	.....	.....	.....	For library for R. R. Men's Y. M. C. A.
	".....	".....	Bequest.....	Not stated.....	20,000	.....	.....	Rare German literary works.
Illinois.....	Chicago.....	John Crerar Library.....	Bequest.....	John Crerar.....	508,973.79	1,934	.....	Toward building fund.
	".....	".....	Bequest.....	".....	.....	.....	.....	For a new library building.
	Decatur.....	.....	Gift.....	Helen Gould.....	.....	.....	.....	For a public library.
	Evanston.....	North Western Univ. Lib.....	Gift.....	Gemma Macnechor.....	500	.....	.....	For a library building fund.
	".....	Public Library.....	Gift.....	C. F. Gray.....	10,000	.....	.....	For the erection of a library building in memory of her son; the legacy is not available until the death of Mrs. Simmons' husband.
Iowa.....	".....	".....	Gift.....	Not stated.....	30,000	.....	.....	Property conveyed to two trustees to be sold on the death of Mr. Diedricks and his wife, and the proceeds used to establish a public library, to be called the Diedricks library.
	Geneseo.....	".....	Gift.....	Joseph Hammond.....	10,000	.....	.....	The residue of her estate to be used to establish a public library.
	Havana.....	".....	Gift.....	Cutlers.....	1,000	.....	.....	For the purchase of books.
	Joliet.....	Public Library.....	Gift.....	John LaPorte.....	34,000	.....	.....	To establish a free public library.
	Kankakee.....	Monmouth Library Assoc.....	Bequest.....	Frederic Sannell.....	5,000	.....	.....	Supplemented by \$500, raised by the citizens, to be used in erecting an addition to the library.
Kentucky.....	Monmouth.....	.....	Bequest.....	Mrs. S. B. Simmons.....	.....	.....	.....	.....
	Red Oak.....	.....	Bequest.....	J. G. Diedricks.....	5,000	.....	.....	.....
	Nicholasville.....	.....	Bequest.....	Mrs. S. Withers.....	30-40,000	.....	.....	.....
	Bath.....	Patterson Library.....	Gift.....	Various sources.....	2,500	.....	.....	.....
	Bradford.....	Public Library.....	Bequest.....	J. B. Curtis.....	20,000	.....	.....	.....
Maine.....	Gardiner.....	.....	Gift.....	Andrew Carnegie.....	2,500	.....	.....	.....
	".....	.....	Gift.....	.....	.....	.....	.....	.....
	".....	.....	Gift.....	.....	.....	.....	.....	.....
	".....	.....	Gift.....	.....	.....	.....	.....	.....
	".....	.....	Gift.....	.....	.....	.....	.....	.....

STATE.	CITY OR TOWN.	NAME OF LIBRARY.	GIFT OR BEQUEST.	SOURCE.	Amount in Money.	No. of Vols. in Books and Pamphlets.	Building Valued at	CONDITIONS OR REMARKS.
Maine.....	Thomaston.....	.....	Bequest.....	George Fuller.....	13,000	.....	.....	To establish a public library on.....
Maryland.....	Hagerstown.....	.....	Gift.....	B. F. Newcomer.....	50,000	.....	.....	Site, given on condition that city raise \$50,000 for building and appropriate \$500 annually for current expenses.
Massachusetts.....	Amesbury.....	Public Library.....	Bequest.....	Mrs. H. C. Hubbard.....	5,000	.....	.....	Toward building fund.
	Boston.....	".....	Gift.....	Bost. Numismatic Soc.....	300	Not stated	.....	To be used for the benefit of the study of numismatics; also a fine collection of books and pamphlets.
	".....	".....	Gift.....	Browning Society.....	.....	400	.....	To be maintained as a reference collection.
	".....	".....	Gift.....	Papyrus Club.....	1,000	.....	.....	For a memorial collection to John Boyle O'Reilly.
	".....	".....	Gift.....	W. C. Todd.....	50,000	.....	.....	Income to be used to buy current newspapers.
	Chatham.....	Eldridge Public Library.....	Bequest.....	Marcellus Eldridge.....	20,000	.....	.....	For a library building on condition that the town pay 6% interest to Mrs. Spalding during her life-time, maintain the library, and call it the Spalding Library. The town refused to accept conditions.
	Hanover.....	Public Library.....	Gift.....	John Curtis.....	4,000	.....	.....	.....
	Lunenburg.....	.....	Gift.....	Mrs. M. S. Spalding.....	10,000	.....	.....	.....
	Medford.....	Public Library.....	Gift.....	A. A. Monroe.....	500	.....	.....	.....
	Newburyport.....	.....	Bequest.....	Mrs. A. E. Porfer.....	1,500	.....	.....	To fit up the library building given by him a year ago.
	North Adams.....	Houghton Memorial Library.....	Gift.....	A. C. Houghton.....	10,000	.....	.....	To be paid to the town after the death of his widow for a library building.
	Reading.....	.....	Bequest.....	F. W. Hatch.....	10,000	.....	.....	For a public library building.
	Shrewsbury.....	.....	Bequest.....	Inbal Howe.....	43,000	.....	.....	Also site for building.
	Swansea.....	.....	Bequest.....	F. S. Stevens.....	10,000	.....	.....	.....
	Wayand.....	.....	Bequest.....	W. G. Robie.....	28,000	.....	.....	.....
	Wellesley.....	Wellesley College Library.....	Gift.....	Editor of the <i>Wellesley Magazine</i>	200	.....	.....	.....
	Winthrop.....	.....	Gift.....	Mrs. M. Frost.....	10,000	.....	.....	For a public library on condition that the citizens raise an equal amount.
Minnesota.....	Rushford.....	Stevens Library Association.....	Gift.....	Methodist Church.....	350	.....	.....	Building in which the library is housed.
Missouri.....	.....	State University Library.....	Gift.....	Not stated.....	.....	1,000	.....	Books on chemistry and other scientific subjects.
New Hampshire.....	Kingston.....	.....	Gift.....	Howard Nichols.....	10,000	.....	.....	To build a public library as a memorial to his father and mother.
New Jersey.....	Middletown.....	.....	Bequest.....	Mrs. Thrall.....	50,000	.....	.....	Of this sum \$50,000 is to be used for the erection of a library building, to be called the Thrall Library.
New York.....	Buffalo.....	Grosvenor Library.....	Gift.....	T. G. Lewis.....	.....	1,200	150,000	On an empty homestead has been offered to the V. M. A. as a permanent home, part of the building to be used for a free library.
	Dunkirk.....	.....	Gift.....	.....	.....	.....	.....	Principal to be kept intact and as a separate fund called the Fay legacy.
	Gloversville.....	Gloversville Free Library.....	Bequest.....	Mrs. E. A. Fay.....	25,000	.....	.....	To be kept as a fund, income to be expended for books.
	Ithaca.....	State Veterinary Col. Lib., Cornell University.....	Gift.....	R. P. Flower.....	5,000	.....	.....	A memorial endowment fund, to be called the Gailard-Loubat endowment fund.
	Lockport.....	Public Library.....	Bequest.....	R. W. Keep.....	10,000	.....	.....	To buy books relating to the Reformation and the French Revolution.
	New York.....	Columbia University Lib.....	Gift.....	J. F. Loubat.....	1,100,000	.....	.....	For the purchase of general books.
	".....	".....	Gift.....	Seth Low.....	5,000	.....	.....	.....
	".....	".....	Gift.....	Not stated.....	7,500	.....	.....	.....

New York	New York	Public Library	Gift	I. H. Schiff	10,000	For the purchase of Hebrew books.
Newark	Newark	Public Library	Gift	Henry Rew	10,000	Site for library building on condition that the town raise \$10,000 for the maintenance of the library, and call it the Rew Library. The condition has not been accepted.
Ohio	Mt. Vernon	Public Library	Gift	Five trustees	500	Toward a book fund.
	Pawling	Public Library	Gift	A. J. Aiken		Gift of a free library building to the Society of Friends.
	Cincinnati	Young Men's Merc. Lib.	Bequest	F. D. Lincoln	5,000	To be invested and income used for buying scientific books.
	Lisbon	Public Library	Gift	Senator Hanna	1,000	For a library building.
	Masillon	McClymonds Public Lib.	Bequest	George Hersh	20,000	The residence of their parents; the money will be invested and the income used for the purchase of books.
	"	"	Gift	Mrs. F. R. McClymonds	10,000	(?) 30,000
	"	"	Gift	Mrs. A. M. McClymonds	20,000	For a new public library.
Pennsylvania	Van Wert	Library Association	Bequest	I. S. Brumback	45,000	On condition that the library be called the Reuben McMillen Library.
	Youngstown	Library Association	Gift	Friends of Reuben McMillen	80,000	Free public library as a memorial.
	Carlisle	"	Gift	Hers of J. H. Bosler		
	Greensburg	"	Gift	Andrew Carnegie		Mr. Carnegie has offered to establish a public library, provided that the town will agree to maintain it. Council has accepted.
	Greentown	"	Gift	Andrew Carnegie		Library building.
	Lancaster	"	Gift	E. E. Smith		Library building, books, and equipment, as a memorial to her father, A. H. Smith. The value of the gift is about \$75,000.
	Philadelphia	Free Library	Gift	P. A. B. Widener	600,000	Residence to be used as a branch of the free library.
	Pittsburgh	Carnegie Library	Gift	Andrew Carnegie	10,000	For a reference collection on technical science.
Rhode Island	Reading	Public Library	Gift	Twenty-one citizens	10,500	To be used to free the library from debt.
	Scranton	Public Library	Bequest	W. T. Smith	1,000	One acre lot for building.
	Providence	Public Library	Gift	J. L. Borden	45,000	To be used for securing a worthy treatment of the approaches, steps, walls, grounds, and other surroundings.
	Pawtucket	"	Gift	J. N. Brown		Library building as a memorial to his wife.
South Carolina	"	"	Gift	F. C. Sayles		For the general purposes of the library.
	Marion	Public Library	Bequest	B. B. Knight	10,000	Mr. Woods will also give \$300 annually for three years.
	"	"	Gift	C. A. Woods	500	Mr. Graham will also give \$100 annually for three years.
Vermont	Middlebury	Middlebury College	Gift	H. C. Graham	200	For a library for the college.
	White River Junction	Ladies' Library	Bequest	Egbert Starr	50,000	For a free public library.
	Delavan	"	Bequest	Emily Starr	5,000	
	"	"	Bequest	C. T. Wilder	30,000	
Wisconsin	Kenosha	Public Library	Bequest	James Aram	20,000	
	Marinette	"	Gift	Friend	500	For a library building in memory of Mr. Aram's daughters.
	"	"	Gift	"	25,000	On condition that the library raise \$10,000.
	Menasha	Public Library	Gift	E. D. Smith	25,000	For a library building on condition that the town appropriate a sum sufficient to equip the library, and for its current expenses.
	Milwaukee	"	Gift	Mrs. Caroline Metcalf	10,000	For a new building.
	Oskosh	"	Gift	Senator Sawyer	25,000	To purchase art-books to form the Metcalf collection, the money to be given in instalments of \$2,000.
	"	"	Gift	"		Completing the amount of \$80,000, to be raised by the city in order to receive the bequest of \$80,000 for the establishment of a public library.

REPORT ON TRAVELLING LIBRARIES.

BY F. A. HUTCHINS, SECRETARY OF THE WISCONSIN FREE LIBRARY COMMISSION.

THE pioneer travelling library went out from the New York State Library on its first journey Feb. 8, 1893. It was soon followed by others. In 1895 the legislatures of Iowa and Michigan made appropriations to establish such libraries. In 1896 they were established in Colorado, Illinois, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Nebraska, Ohio, Pennsylvania, and Wisconsin. In 1897 they were started in New Jersey, and new systems were founded in states which had other systems. Since Jan. 1, 1898, other centres have been made in Alabama, Connecticut, the District of Columbia, Minnesota, California, Oregon, Washington, and probably other states. The work is extending beyond the borders of our own country, and last winter the legislative assembly of British Columbia appropriated \$1000 for it. As to the number of libraries and their volumes, the record is as follows:

LIBRARIES.	VOLS.
Feb. 8, 1893.....1	100
May 1, 1897.....929+10	47,171+500
May 1, 1898.....1,657+10	73,558+500

To state the growth in another way: the pioneer library of 1893 has in five years been followed by 1666 others, and the last year shows an increase of 728 in their number. May 1, 1895, there were not a dozen travelling libraries outside of New York state. May 1, 1896, there were not more than 50; May 1, 1897, there were 415; and May 1, 1898, there were 980, with 33,596 volumes.

The first free travelling libraries were sent to villages to serve as object lessons. They included mainly books for the general reader. Now they take not only fiction, histories, biographies, and books of science, literature, and poetry, for young and old, but they carry with them wall pictures, photographs, lantern-slides, magazines, illustrated papers, and children's periodicals.

It is instructive to note the various agencies which have developed the new plan of encouraging good reading. The great system which has grown up in New York has been maintained by the state. Its first successors were supported by the states of Michigan and Iowa,

but all which have been established since 1895, except those of Ohio and British Columbia, are supported by private philanthropy. The legislature of New Jersey, it is true, has passed a law to create free travelling libraries, but has not as yet made an appropriation for them.

When Mr. Dewey started the work in New York people in all parts of the country jumped to the conclusion that state aid was necessary for the support of travelling libraries, and they began besieging legislatures for help. They have been successful in only three states. When it became evident that only a few of our legislatures were ready to make so great an extension of our educational systems many good friends of the movement were discouraged, but others would not brook delay. State Senator J. H. Stout established a system of travelling libraries for the farmers of Dunn County, Wisconsin. Women's clubs in various states collected books to be sent to other clubs. Other organizations were formed whose purpose it was to gather travelling libraries for isolated communities. Nearly all these enterprises met with unexpected success. The founders became enthusiastic, and one system of travelling libraries has led to another until in 20 states there are 37 systems and the interest is steadily increasing.

The great recent development of the work is due to that new but most powerful factor in our educational life—the women's club. In the most of the states of the Union the women's clubs are doing more than the librarians to bring about the establishment and spread of travelling libraries. When they first commenced this work it was mainly for the purpose of sending special libraries to the weaker clubs, but the possibilities of the new plan as a means of helping women and children of isolated communities have appealed to them with such force that their money and their sympathy is flowing most freely to the destitute who are not of their own number.

It is not necessary now for us to attempt to determine whether the systems of travelling libraries maintained by the state or those main-

tained by private benefactions are the better. At present there is room for both. It is evident that we can at present get but few state systems. The best way to get state aid in most of the states will be to send out in them good travelling libraries supported by private gifts. In this way those who give and those who receive become missionaries of the cause.

In most states there are no central organizations sufficiently well equipped to take charge of great systems. A state system to be satisfactory must cover all the state with its blessings. It must be administered by trained people who make library work their business and who have the necessary means and machinery to do the work effectively. Collections of books and untrained enthusiasm will not make travelling libraries useful if they are sent to indifferent people at distant points.

If the new movement is to command and deserve public sympathy and support, great systems should only be established where the libraries can be put in charge of trained librarians. Well-equipped state libraries, state library departments, or library commissions should precede state travelling libraries.

It is, of course, possible for colleges, libraries, and women's clubs to send travelling libraries to associations of students scattered in various parts of a state, but by state systems I mean those as widely extended as those of New York, Michigan, Ohio, and Iowa, which organize associations of uneducated people in distant communities and train them to use good books to good purpose. Such work to be successful must be carefully and intelligently administered.

Mr. Stout has 34 travelling library stations in Dunn County, Wisconsin. All are in small communities. Most of them are patronized only by farmers. The librarians are farmers' wives, postmistresses, and small storekeepers. The travelling libraries are managed from a well-equipped public library. Once or more each year the librarian of the central library visits each of the outlying stations, asks criticisms and suggestions, and interests the librarians, the people, and the teachers in the work. When the libraries are exchanged they are generally carried back and forth in a farmer's wagon. Once a year these isolated librarians and their friends gather at the central library to attend a "library institute." They discuss

their problems, they report upon their work, they get inspiration and enthusiasm, and they have a good time. All these things work together to make the libraries and the books the centres of interest in isolated and sordid communities and to bring the people into personal touch with the outer world. No system of correspondence from a state capital can arouse the enthusiasm that comes from the personal contact which is the feature of Mr. Stout's system, and yet he and others who conduct local systems need the counsel of those who have a wide library experience to draw from.

While there is a great field for the small local systems if they are rightly conducted, it should be understood that they will not be successful if they are not managed with tact, intelligence, and patient determination. Untrained readers need the most interesting popular books and magazines; they must be catered to by librarians who not only wish to please, but who do please. A lot of second-hand books collected from attics and sent into a benighted community on a freight car will kill any enthusiasm for books that it may happen to find.

The Seaboard Air Line is buying a large number of libraries to send to the village improvement associations in the towns along its route in North and South Carolina and Georgia. These libraries will contain a large proportion of volumes upon agriculture and horticulture, and their purpose will be to stimulate citizens to make the towns on the line more attractive. This work is an example of "enlightened selfishness" which ought to find many imitators.

A number of railway and express companies send books to the employees along their lines. Among these are the B. & O. and the Boston & Albany railways, the American and the Wells, Fargo & Co. express companies. The New York Y. M. C. A. Railroad Branch supplies members who are employed by the N. Y. Central. All these agencies report a circulation of 70,466 volumes during the past year.

The accompanying table gives the principal facts connected with nearly 40 travelling library systems. Philadelphia, New York, Buffalo, Detroit, Milwaukee, and many other cities send small collections of books to schools and societies within their own borders. In this table none of these have been counted as travelling libraries except those of Philadelphia.

TABLE SHOWING EXTENT OF TRAVELLING LIBRARY WORK.

State.	Distributing station.	Source of funds.	Managing officer.	To whom sent.	Founded.	No. of lbs. May 1, 1897.	No. of lbs. May 1, 1898.	No. of books. May 1, 1897.	No. of books. May 1, 1898.	Remarks.
Colorado.....	Denver.....	Woman's Club.....	Mrs. F. H. Moore.....	Women's Clubs.....	Totals.....	999	1,657	47,171	73,558	Sent from Denver.
Connecticut.....	Norwalk.....	State Federation.....	Dorlia S. Finneo.....	Women's Clubs.....	1896.....	.....	.....	.....	.....	Just starting.
Georgia.....	.....	Woman's Club.....	.....	.....	1898.....	.....	.....	.....	.....	Clubs are establishing one or more libraries.
Illinois.....	Chicago.....	Univ. of Chicago.....	Mrs. Z. A. Dixon.....	Teachers' clubs, etc.....	1896.....	100	.....	3,492	3,692	Mainly history, literature, sociology.
Iowa.....	Elgin.....	Woman's Club.....	Miss F. M. Le Baron.....	Countryschools.....	1898.....	.....	6	.....	100	Sent for study.
.....	Des Moines.....	State.....	Johnson Brigham.....	Clubs of taxpayers.....	1895.....	50	53	2,500	2,650	Magazines sent with libraries.
Kansas.....	Louisville.....	Women's Clubs.....	Mrs. C. P. Barnes.....	Schools and churches.....	1898.....	6	12	300	600	Just starting; 3000 vs. pledged.
Kentucky.....	New Orleans.....	State Federation.....	W. Beer.....	Small communities.....	1897.....	9	9	450	450	Sent to mountain districts.
Louisiana.....	Baltimore.....	Friends.....	Jos. J. Janny.....	Farmers, generally.....	1896.....	3	6	150	300	Miscellaneous and religious.
Maryland.....	Baltimore.....	Gifts.....	Dr. B. C. Steiner.....	Small libraries.....	1898.....	.....	.....	.....	.....	Just starting. For general readers.
Massach's is.....	Boston.....	Woman's Ed. Ass'n.....	Alice G. Chandler.....	Granges, farmers' clubs, etc.; ass'ns of tax-payers.....	1896.....	20	26	519	699	To help weak libraries.
Michigan.....	Lansing.....	State.....	Mrs. M. C. Spencer.....	Local associations.....	1895.....	50	125	2,500	6,250	Miscellaneous and special libraries.
Minnesota.....	Minneapolis.....	Woman's Council.....	Gratia A. Countryman.....	Mining towns, farmers.....	1898.....	.....	8	.....	600	Miscellaneous—one-third juveniles.
.....	Duluth.....	Women's Clubs.....	Mrs. J. L. Washburn.....	Farmers.....	1898.....	.....	3	.....	100	Miscellaneous.
.....	Mankato.....	Women's Club.....	Mrs. Geo. T. Barr.....	Farmers.....	1898.....	.....	15	.....	450	Miscellaneous.
Missouri.....	Rochester.....	Women's Clubs.....	Mrs. J. F. Talbot.....	Branch libraries.....	1898.....	12	12	.....	600	Soon to be sent to farming districts.
Nebraska.....	Kansas City.....	State Federation.....	Dr. Martha C. Dibble.....	Women's Clubs.....	1896.....	.....	.....	140	220	History, literature, child study.
.....	Lincoln.....	State Federation.....	Mrs. G. M. Lambertson.....	Small communities.....	1898.....	.....	.....	.....	500	Just starting.
New Jersey.....	Humphrey.....	W. M. Condon.....	Mrs. W. M. Condon.....	Women's Clubs.....	1897.....	.....	1	.....	50	Books on forestry only.
New York.....	Princeton.....	State Federation.....	Mrs. John Gifford.....	Libraries, clubs, etc.....	1892.....	514	687	31,115	39,962	Miscellaneous and subject libraries, pictures, lantern slides.
.....	Albany.....	State.....	Melvil Dewey.....	.....	1892.....	.....	.....	.....	600	Miscellaneous—one-half juveniles.
Ohio.....	N. Y. City.....	"Friends".....	Edw. B. Rawson.....	First-day schools.....	1895.....	9	12	450	530	Miscellaneous.
.....	Columbus.....	State.....	C. H. Galbreath.....	Granges, clubs, schools	1896.....	20	204	700	3,900	Sent to fire, police, and telegraph stations, and clubs.
Pennsylvania.....	Philadelphia.....	City.....	John Thomson.....	Circulated in city.....	1896.....	79	152	2,400	.....	Libraries to be free to all.
Tennessee.....	Salt L. City.....	State Federation.....	Emma McCormick.....	Women's Clubs.....	1898.....	.....	11	.....	275	Carried by teachers to schools.
.....	Hampden Inst.....	Gifts.....	L. E. Herron.....	Schools.....	1896.....	7	175	11	275	Books, bound children's periodicals, pictures.
Virginia.....	Madison.....	Gifts.....	Free Library Com.....	Villages, farmers.....	1896.....	.....	32	.....	1,460	Books, periodicals, pictures.
Wisconsin.....	Menomonie.....	J. H. Stout.....	Stella Lucas.....	Farmers, hamlets.....	1896.....	37	37	1,460	1,480	Books and periodicals.
.....	Grand Rapids.....	J. D. Witter.....	Mrs. W. D. Raymond.....	Hamlets, farmers.....	1896.....	27	32	845	1,280	Books, magazines, pictures.
.....	Ashtand.....	Contributors.....	Janet M. Green.....	Hamlets.....	1896.....	12	25	500	1,000	Books, periodicals, pictures.
.....	Beloit.....	Woman's Club.....	Mrs. E. F. Hansen.....	Farmers.....	1898.....	.....	.....	.....	70	Books, periodicals, pictures.
.....	Berlin.....	Women's Clubs.....	Mrs. C. S. Norris.....	Farmers.....	1898.....	.....	5	.....	200	Books, periodicals, pictures.
.....	Chippewa Falls.....	Gifts.....	Miss M. A. Early.....	Farmers.....	1898.....	2	4	100	200	Books and periodicals. Sent from city library.
.....	Green Bay.....	Woman's Club.....	Mrs. Kate S. Teetshorn.....	Farmers.....	1897.....	.....	7	.....	375	Books, periodicals, pictures.
.....	Narinette.....	Local Ass'n.....	Mrs. I. Stephenson.....	Farmers.....	1898.....	.....	9	.....	450	Books and periodicals.
.....	Sevens Point.....	Woman's Club.....	.....	Farmers.....	1898.....	.....	4	.....	120	Books, periodicals, pictures.
.....	Wausau.....	Local Ass'n.....	J. F. Lamont.....	Farmers.....	1898.....	.....	2	.....	60	Co. supt., agent.

LIBRARY SCHOOLS AND TRAINING CLASSES.*

NEW YORK STATE LIBRARY SCHOOL.

BY MELVIL DEWEY, DIRECTOR.

THESE statements are intended to bring out as the characteristic of each school the special lines in which it is particularly interested. Of course, in many things all the library schools are doing much the same work on similar plans, but the special characteristic of the Albany school may be stated as being its desire to do the work that it is not practicable to do anywhere else. In this direction we are constantly thinking of what the other schools can do with their equipment and trying to supplement their work, so that together we shall cover the field.

First in the work of the school, the rooms, the fittings, and the physical facilities for doing the work must be considered. The recent removal of the Albany school to additional rooms gives it now a suite of 300 feet on the fifth story of the capitol building, with abundant room, so that the regular school and the summer school can be in session at the same time, and there is no longer necessity, as heretofore, for an absolute limitation to 30 desks. Previously, however good the material available, it was impossible to take more than that number of applicants, but hereafter that limitation will be removed.

Second, our recent laws and the last action of the Regents give us an authority and a financial support that we have not before had, so that we shall be able to strengthen the work in many directions. After 10 years' experience of the work of the school, those who were most fearful of what they called "newfangled notions" have been convinced that their fears were groundless and have given their cordial approval.

The faculty of the school is being enlarged. We feel that there should be certainly one school—and as many more as we can afford and as endowments will admit—where there shall be means enough and room enough and time enough to do the work that clearly ought to be done without being handicapped by the lack of any of these essentials; and our future

in Albany indicates that we can take more students, have a larger faculty and more means, beginning with this year, than ever before. We feel keenly the danger of putting into the library profession people of inadequate training. The popularity of the library movement has drawn to it many people who have had no basis of preliminary education. The educational experience of the world is that you cannot turn out good professional people from a professional school unless you have a basis on which to build when they come into the school. Without a foundation of training on which to build, it is impossible to reach satisfactory results. If there is to be a good grist, you must put good grain into the hopper. I tell our classes, "The greatest service you can do to the schools is to keep out people that ought not to go, and the next best thing is to send there the people who have natural qualities and previous education, and perhaps a library experience that promises to make them useful in this great work." For we are entering on a more active campaign than ever before. There never was a time when there was so large a demand for trained librarians, but training for librarianship without a basis to begin on is of little avail.

The New York State Library School is steadily raising its standards. We have voted to decline candidates for the summer school unless they have had considerable experience in library work. We are afraid of the people who come for a short course and delude themselves with the idea that they are professional librarians because they have attended a school for two weeks. The register of the school shows it has filled, during the 10 years of its existence, 535 positions, more than half of them outside New York state, scattered through the entire United States and four or five foreign countries.

We have one single object in view—to contribute the most possible to the advancement of American librarianship. My message from the Albany school is that we will try in various ways to do the work that some of the other schools may not find it practicable to do, so that, all together, the different agencies for training for librarianship shall accomplish the maximum amount of good; and if it seems that elsewhere

*Distinguishing characteristics of each presented by a representative of its faculty.

they can do better work than we are doing, so far as lies in our power we shall aid that work, regardless of our own comfort or of the selfish interest of our geographic vicinity, to the extent of the large facilities placed in our hands, and will contribute to it the best that we can do for librarianship as a whole.

PRATT INSTITUTE LIBRARY SCHOOL.

BY MARY W. PLUMMER, DIRECTOR.

SINCE this paper is to be limited to the distinguishing characteristics of the Pratt Institute Library School, it is unnecessary to speak of the things in which it is like all the other schools, the body of its curriculum, for instance, being much the same as that of the New York State Library School. Two systems of cataloging, the classed and the dictionary, are taught, and both the Decimal and the Expansive Classification. All sides of library economy receive due attention, and whereas in the earlier days of the school only the methods of our own library were taught, these things are now studied comparatively by means of library visits, the study of library reports, blanks, etc.

I doubt if it is a *distinguishing* characteristic that we lay great stress upon the personality of the candidate for the school, but it certainly is a characteristic. And we have been led to do so by experience. We have found that it does not profit much for a student to be a walking-encyclopædia of library-science if he or she has not common-sense, adaptability, tact, and a moderately prepossessing manner. By our entrance-examinations we aim to test the applicant's general information and book-culture; by two or three interviews, by correspondence, and through the kind offices of fellow-librarians where interviews are impracticable for ourselves, we try to gauge the chances of the candidate's success after graduation. A college diploma, if it came from the foremost college or university in the country, would not be accepted in lieu of our own examination, though we are glad to have it in addition, it is unnecessary to say.

We might lessen for ourselves very considerably the work of examining if we admitted only or gave precedence regularly to students possessing a college diploma; but there are young men and women, young women especially, who are destined to do not only excellent but scholarly work in the profession who would

be barred out of it by such a restriction, among them many to whom the knowledge and love of books has been an enclosing atmosphere all their lives and who have genuine culture such as the four years at college do not necessarily give. For the sake of these exceptions we prefer not to give unvarying precedence to the college diploma. Another reason for this is, that from our observation, we are inclined to think that the forward movement among libraries comes quite as much from the increase in the number of small libraries and from the reorganizing of medium-sized libraries as from any considerable changes in the methods of college and reference libraries. These average libraries want trained heads and trained help, but they cannot always pay large salaries. The college graduate, with one or two supplementary years of special training, is warranted in looking higher, if possessed as well of the necessary personal qualifications; the wide field of the average library remains for those who, whether college graduates or not, are willing to accept moderate, even small, salaries while winning their spurs and gaining their experience.

This enlargement on the fitting of the supply to the demand leads to what is perhaps the chief distinguishing characteristic of our school — its close connection with a good-sized circulating library in which the students may fit themselves to meet the practical problems that will confront them in almost any library to which they may be called. Throughout the year the library is their object-lesson — sometimes, perhaps, their warning. In the last three months, it is their workshop, in every department of which they work with the books or serve the public.

In regard to the value of this third term, I am glad to be able to quote the students themselves. One says: "The most valuable thing that has been gained from the work of the circulating department has been the ability to maintain one's equilibrium and to be perfectly self-possessed in spite of a crowd; also a certain amount of accuracy with speed." "The great gain from the work in the various reference-rooms has been the wider acquaintance with books and a vital interest in the work and the people one works for." "The most congenial work was perhaps the work in the children's room. Scope was allowed for personal

and independent work in a way not possible in other departments."

Another says: "The practical work of the last three months, as a whole, has been useful in giving an insight into the management and methods of a library which could only be acquired by actually doing the work in the different departments."

A good point is made by another, who says: "The chief gain from the reference-work has been the knowledge of the importance of proper proportion in work."

Another speaks of the work of registration as "giving many ideas on the work from the public's point of view." The loan-desk has shown the "necessity of knowing not only the standard works on a subject but the best books under various circumstances."

Every winter those of the class who are either philanthropically inclined or eager for practical experience, or both, have an opportunity of serving in the libraries of several missions or settlements in the evening, and usually a number embrace this opportunity.

The keeping of statistics and the care of supplies are two minor points in which instruction is given. Typewriting proves extremely valuable when put into practice in the third-term work, and while it might be learned elsewhere, it could not in so few lessons, nor could it so well be adapted to the special work needed by libraries.

The courses in English and American literature have been dropped, as no longer necessary for the majority of those who take our examinations; and in the place of them we have a course in current periodicals. Next year we shall experiment with a course in contemporary novelists, American and foreign, those who do not yet appear in histories of literature and who must be studied through their own works. This will be a carefully watched course, in which the students will do most of the work, the instructors supplying criticism of it and giving the librarian's standpoint.

Technical German is another feature of the first year's work. Dr. Edouard Reyer's "*Handbuch der Volksbildungswesens*" is the text-book used, only the section on libraries being read. The study of the German language is secondary in this: the forms are learned gradually, by the few who do not already know the language, and the rest of the time is devoted to transla-

tion into English and to acquiring as large a vocabulary as possible. By eliminating all study that does not strictly pertain to our object, much ground may be covered in the nine months, and a good technical as well as general vocabulary may be acquired.

So much for the first year, with its instruction, its practical work, its visits to libraries, etc., its lectures by librarians and others. When a student has done thoroughly well throughout this course, we do not say that he or she is fitted for any library position or for every kind of library work. All have had the same training, but all had not had the same advantages previously as to education, association, etc., and all have not the same personal and temperamental equipment. The practice work during the third term, which the head of every department watches, reports on, and is interested in, has given us ideas as to the fitness of each student for this or that line of work, and our recommendations are made accordingly and most conscientiously. The fact that 25 of the present staff are graduates of our library school gives them a particular interest in calling attention to flaws and suggesting improvements in the training, from their now practical point of view.

For the second-year work, though this is quite in its infancy, well-defined lines are laid down. It is no reflection on a first-year student that he or she does not enter for the second-year work, since the second is not a completion or extension of the first, but a special course to enable those whose talents lie in a particular direction to specialize in that direction, or at any rate to learn as much as we can teach them. We have begun our second-year work with a historical or bibliographical course, for which few are adapted, while positions are comparatively few. Therefore we do not claim that it is a strictly utilitarian course. But it must be said that in the general waking-up of libraries and the humanitarian impulse given to library work, there is danger that the historical side may be forgotten; and if it is one of the first duties of a professional man to know his tools and of the artist to know the medium in which he works, then librarians should know more of the historic background of the book of to-day.

For this historical course, an entrance examination in French, German, and Latin is given. The practical work of the course is obtained at the Lenox Library among its incunabula, mss.,

and 16th century books. A knowledge of the authorities is gained, a course of reading on subjects connected with the course is required, Italian is taught for use with old books as well as for contemporary studies in bibliography. During the coming year the students in this course will have a series of lectures on Latin palæography at Columbia University. Such a course as this belongs properly in a university, but the universities do not give it, and if library students wish this knowledge there should be some place where they can get it.

This is one special course. A second one projected is that for training in work with children. The fact that the kindergarten department of the institute can be depended on to supply a considerable part of the instruction necessary for this course will make its establishment comparatively easy. In all these special courses our aim is to affiliate, in the informal sense of the word, with institutions that can give the special instruction, while the library and the library school continue to adapt this instruction to library needs, bringing forward for study the library problems on which the instruction must be brought to bear.

These special courses will always be elective, and generally conditional on there being at least three students who wish to take any one of them.

The final examinations in the special work are set by the lecturers or instructors giving the course, and their approval is necessary in order to obtain the certificate for second-year work. By taking the entrance examinations of the institute set for students who wish to take the normal courses in other departments, library school students who do the two years' work become entitled to the institute's diploma as well as to the certificate of the library school.

DREXEL INSTITUTE LIBRARY SCHOOL.

BY ALICE B. KROEGER, LIBRARIAN.

THE Drexel Institute Library School was started in the fall of 1892. The course of study, lasting one year, has from the beginning aimed to include the two chief phases of a librarian's education — technical study of the methods of library administration and an almost equally technical study of books. Work begins on the 1st of October with a class generally limited to 20 students. Library economy lessons are given on Monday, Wednesday, and Friday, while Tuesday and Thursday are re-

served for cataloging, to which special attention is given.

The library economy lectures comprise the various technical branches, which are described fully in the circular of the school. General lectures on library science include library building, library extension, children's reading, and other general topics relating to library science, as well as lectures on the history of books and printing. Brief instruction in proof-reading is given during the second term.

The study of literature extends throughout the year on three days of the week. The plan of the literature course has been from the beginning to make it practical and bibliographical rather than critical. It is of the utmost importance for any one engaged in a library to be familiar not only with the great books of all time, but particularly to know the writings of English and American authors of the present day, many of which are called for constantly by readers, and with which our would-be librarians are too often unacquainted.

Until we see from the results of entrance examinations a marked improvement in the knowledge of books and authors displayed by applicants, we must at least give a small fraction of the time to this broad side of the librarian's education. Especially helpful to the student in the literature classes is the handling of the authorities and reference-books on this subject and the preparation of lists of works by and about the authors discussed.

A more technical knowledge of books is gained by the instruction in the use of reference-books and bibliographies, which is intended to give to the students such familiarity with these tools of the librarian as will enable them more quickly to meet the needs of the reading public. A thorough study of the reference-books in common use is made, and questions are assigned to illustrate their use.

Lectures given by some of the professors of the institute in the literature of their subjects enable the students to become acquainted with the names of some of the authorities in several subjects, such as architecture, economics, American history, etc. Before graduation each student is required to submit a reading list, or reference list, on some selected topic.

Practical work in the library is required of students in order to familiarize them with some of the important details of library management.

The class is instructed during the first week in the general arrangement of the institute library, the location of books, and methods employed in the process of lending books to borrowers, without taking up any of the principles involved. Students serve their time at the delivery-desk in regular order. The practical work in the order department, classification, etc., is given after each subject has been thoroughly discussed in class and is kept up during the entire year. The names of students, with work assigned, are bulletined on the mornings devoted to library economy.

Practical work in cataloging begins in January, at which time the students are able to make all entries for a book with the exception of assigning subject headings. The subject entries are discussed fully in the second term and practical demonstrations of the difficulties of dictionary cataloging are given. Cataloging for the library is assigned only on cataloging days.

The library of the institute now numbers 22,000 selected volumes. With a comparatively small growth during the year, we have usually been able to find sufficient practical work to give the class a fair comprehension of the several departments of library management. The library received two large gifts of books during the past three years, which provided work for two classes. This year the school has had the opportunity of cataloging and classifying, at the library, a private collection of several hundred volumes. Next year there promises to be more than enough, since the library has recently accepted a gift of about 1500 volumes. All this, in addition to the regular routine work of the library, is of the greatest importance in the thorough education of a library student.

In a one year's course there are necessarily many important topics connected with library management which can be gone over but hastily, if at all. The essential considerations which we try to bear in mind are to make earnest, conscientious, and, if possible, thorough workers in those lines of the subject which our graduates are most likely to need in their future experience as library assistants or librarians of small libraries — giving suggestions throughout the year as to possible self-improvement in their specialty by further study after they have left us.

UNIVERSITY OF ILLINOIS STATE LIBRARY SCHOOL.

BY KATHARINE L. SHARP, DIRECTOR.

HISTORY.

FROM September 14, 1893, to July 1, 1897, this school was known as the Department of Library Science of Armour Institute of Technology, Chicago.

It started with only a short elementary course to meet a certain demand which was felt in the middle west, and its connection with a technical school was at first considered peculiarly fortunate. As conditions changed, or were more fully appreciated, the course was extended, but it soon became evident that the school could not meet the demands upon it without larger quarters and more generous equipment.

The offer of the University of Illinois in 1897 to adopt the department, its students, and its technical equipment, and to make it the State Library School, presented a welcome opportunity. The decision to move was not made hurriedly nor without consultation in the east and in the west, and when the transfer of the school and its property was made, with the good will of Armour Institute of Technology, in September, 1897, the friends of the school felt that a new era for it had begun.

EQUIPMENT.

The state of Illinois has just erected for the university, at a cost of \$160,000, one of the most beautiful and convenient library buildings in the country.

The library is 167 x 113 feet. The main floor contains the reference-room, the periodical reading-room, the conversation-room, the library school lecture-room, and the delivery-room, which opens into the second story of the book-stack. The second floor contains the library school class-room, four seminar rooms, and the administrative offices of the university. The basement contains well-lighted rooms, which are at present used for various collections. The book-stack forms a rear wing to the building, separated by a fire-proof wall. This will eventually contain five stories, accommodating 150,000 volumes. At present only three stories are fitted with shelving, while the upper portion is floored to form a class-room for the library school. Here each student has a desk specially fitted for library work and has easy access to the collections of the school in

this room and to the book-stack directly below.

The libraries now embrace about 40,000 volumes, and the last legislature appropriated \$20,000 for additions within two years. This affords unusual opportunities for the library students.

REQUIREMENTS.

The requirements for admission from 1893-97 were a high school course or its equivalent. Candidates were required to take examinations in general history, general literature, and general information. In 1897 they were obliged to take examinations also in one year each of French and German. College graduates whose records were satisfactory were admitted without examination. As these were admitted first and others in the order of their preparation, and the number in each class was limited, there were very few students who had only a high school preparation.

In 1898 candidates for technical library work had to present satisfactory credits for two years of university work. High school candidates must now enter as freshmen in the university and take the course outlined in one of its colleges for two years. Candidates are urged, however, to complete a general college course before taking the technical work, and an encouraging number of graduates are applying.

LENGTH OF COURSE.

The course at first was so planned as to offer but one year of instruction, so arranged that it could be supplemented by a second year of advanced work if desirable. In 1895 a second year was added and has been given ever since. Now the course covers four years beyond the high school, consisting of two years of regular college work and two years of technical library work.

It has not seemed wise to restrict admission to the graduating class by extra examinations or by personal decision, and it seems quite impossible in a state institution to refuse promotion to those who have won that right by their records, although strenuous efforts are made to deter those who seem personally unfitted for the work and to turn their energies in other directions.

DEGREE.

The degree of Bachelor of Library Science (B. L. S.) will be conferred on those who complete the course outlined.

At Armour Institute of Technology no degree was given. Former graduates who possessed the present requirements will be counted as alumni of the University of Illinois, but they cannot receive the degree, because they have not been in residence.

EXPENSES.

At Armour Institute of Technology the tuition advanced from \$60 to \$75 per year, which was high in comparison with other schools, but in harmony with other departments of the institute.

At the university tuition is free, the matriculation fee is \$10, and the term fees for incidental expenses are \$22.50 for the year.

INSTRUCTION.

The course at first was modelled after the junior year at the New York State Library School, although English literature was required, owing to the lower standards of admission, and later typewriting was added. As long as the course was limited to one year, the tendency was to crowd into it as much advanced work as the students could carry. When a second year was added no change was made in the first year, and the uneven division of work was soon manifest. The effort now is to restrict the instruction to library topics, according to the recommendations of the A. L. A. Committee on Library Schools in 1895, and to more evenly divide the work. The earlier tendency was to magnify technical details. The effort in the future will be to give a broader knowledge of books.

Cataloging.—Instruction is given according to Dewey's "Library school rules" and Cutter's "Rules for a dictionary catalogue." At first the course taught the construction of a classed catalog, and the classed catalog of Armour Institute of Technology afforded practice throughout the year. Dictionary cataloging was taught later in the year for a period of six weeks, but there was no practical opportunity to apply it. Experience showed that nearly all of the students went out to libraries for which the dictionary catalog was more convenient.

Therefore, without any intention of deciding in favor of one form in preference to the other, but rather for practical reasons, the main instruction was given on dictionary cataloging, and the Armour catalog was changed to this

form to afford practice for the students. This course has proved much more satisfactory than the former method.

Advanced cataloging has been taught in various ways. Until this year a study of principles was based upon a comparison of 10 codes, ranging in date from the British Museum to the latest edition of the "Library school rules." This year the study was based upon a proposed code for cataloging government documents. This will be continued, and a course on preparing a printed catalog will be added. The students will prepare for the printer the complete list of books used for instruction in dictionary cataloging, with the index by principles, will select the paper, decide upon the type, and read the proof.

Order and accession.—In teaching methods of ordering books a list of American and foreign requests with several inaccurate items is given to the students. They must verify this and prepare orders and write any necessary instructions to the agent. In a short time the American books are delivered with a bill which needs correcting and necessitates correspondence. Later a custom-house affidavit is sent to each one, and this is executed before a notary public.

The foreign books, with bill, are then delivered and all records of the transaction are completed. The same books are accessioned. Formerly trade bibliography was taught before students took this work. Hereafter it must be combined with the order department, because of the change in the course.

Classification.—The Dewey Decimal Classification is taught in the junior year, with merely an introduction to the Cutter Expansive Classification for the sake of comparison. This latter system is carefully studied in the senior year, together with other well-known systems, for an understanding of principles rather than for details. Both at Armour Institute of Technology and at the university the practice of the students is with the Dewey Decimal system.

Reference.—Lectures in the junior year are given on reference books in groups, such as indexes, dictionaries, cyclopædias, atlases, handbooks of history, handbooks of general information, quotations, statistics, etc. At the risk of losing interest because of infrequent recitations, this subject has been carried through the year rather than grouped in one term, in order to familiarize the students as early as

possible with the most used reference books, while studying other subjects. From the very opening of the school great stress has been laid on the actual preparation of reference lists for posting, and students have had opportunities to show their ingenuity in suggesting and preparing timely lists. Their speed has also been tested by the preparation of class and society lists needed at a specified time. Advanced students study government, state, and society publications. They have also a short practical course in indexing.

Bibliography.—There is a tendency to merge in other subjects the work formerly given under this head. Instruction is given in the junior year in the trade bibliography of America, England, France, and Germany. Reading lists and short bibliographies are included in reference work. In the senior year subject bibliographies have been given by specialists and an original bibliography has been required of each student before graduation. The students have in this way received many valuable lists, but they have not had enough class exercises upon them to make them familiar with them. This omission was excused for lack of time, because the original bibliography was so absorbing. The faculty has finally reached the conclusion that it is better for the student to have more of these special bibliographies from authorities, with time for class drill after each, than to become very familiar with one subject to the exclusion of all others or at the risk of extreme superficiality.

Library visits.—This school, like those in the east, has made a practice of visiting libraries annually for comparative study of methods. While in Chicago, one visit was made and discussed each week. This year the class spent one week in Chicago, making two visits a day, and devoting many days to discussion on their return. It is doubtful if these visits will be repeated, at least in the same way. The plan now is to have a member of the staff thoroughly revise the library school notes, on a much more thorough basis, and to keep these up to date. These will be supplemented by photographs and models, if possible, and will be made the basis of comparative study of principles at the university during the junior year. This will give the students a clearer idea of details, and it will relieve librarians of the task of minute explanations which they have so graciously

repeated for several years. If it seem best, later the seniors may visit Chicago to study broad questions, and to obtain final material for their theses.

Laboratory work.—This term for practical work has been adopted since the connection of the school with the university. Formerly this work was done at pleasure during the day, and it was of a very miscellaneous character. This lacked system, and did not give satisfactory results; it wasted the time of the staff and inculcated irregular habits on the part of the students. Now regular laboratory hours are assigned; definite work is distributed beforehand, and an instructor is in charge; tardiness or absence from laboratory is as serious as from a recitation. The plan next year will be still better, by concentrating work in the laboratory upon one subject for a definite time. For example: during one term the juniors will make reference lists, and during the other term they will catalog, while the seniors may classify or may do miscellaneous work for a review.

In order to learn the details of office work which cannot be taught in class, each student acts as assistant for a time to each member of the library staff in turn. Each member of the staff has a senior assistant and a junior assistant at the same time. Formerly these worked independently, but now the senior has charge of the junior's work and makes a report upon it each week. This was devised as a slight test of the executive ability of seniors, as trustees always ask about that quality when engaging librarians.

SUMMARY.

While the school has a past, it seems to be just beginning, and it can hardly be said to have distinctive characteristics at this period of change. It is believed that the following points are peculiar to it:

It is one of the recognized schools of a state university, and is accepted upon equal terms.

Its director is a full professor in the university, and other members of the staff occupy corresponding positions.

It has the advantage of assistance from a large university faculty.

It has the environment of university life.

Its tuition is free at present.

It must be for others to say whether there are any peculiar merits in its surroundings or in its methods.

NEW YORK STATE SUMMER SCHOOL.

BY MRS. SALOME CUTLER FAIRCHILD,
VICE-DIRECTOR.

THE test-question in all discussion on library instruction, whether the issue be broad questions as to the number, distribution, and relation of schools or to the methods of any individual school, ought to be—How will the plan proposed affect the library interests of the country, broadly speaking and in the long run? Judging by this test we conclude that a summer library school should be carefully differentiated from other schools.

We believe that the libraries of the future, like the pulpit and the bar of to-day, will be managed by trained men who have prefaced their experience by a college course and by thorough special training. We believe that two years is not too long for this special training.

But in passing through the transition period from the era of apprenticeship training to that of professional schools it follows that there are in our libraries a large number of men and women with high ideals, who are doing fine work and have already proved their fitness for their places, but who feel the limitations of their lack of earlier training. They can get a leave of absence for six weeks, and a brief, systematic course will help them to supply deficiencies and to gain a conception of the work as a whole. They will return more efficient library workers, and the institution giving such a course will have served general library interests. We shall, therefore, continue to offer a summer course. It will last for six weeks, and will be held in May and June, because at that time we can offer instruction from a full, experienced faculty, instead of from one or two people not much accustomed to the work. The school will be limited to those holding library positions and doing good work.

While a general course is outlined, facilities will be given to those wishing to devote the time to special lines of work.

We believe that library interests would be seriously hindered by allowing those who have had no library experience to take a six weeks' course with us and to flatter themselves that they have thus prepared themselves for professional service.

It may be that the summer school is only

a temporary expedient. It may be that the time will soon come when the library profession will be so distinctly recognized as such that all important positions will be filled by graduates of regular library schools, and the minor places will be filled by those training in the library in a course something like the civil service course adopted at the Los Angeles and since used by the Pittsburgh, Dayton, and other libraries. Until that time comes the summer library school has an important function to perform in library development.

WISCONSIN SUMMER SCHOOL OF LIBRARY SCIENCE.

BY L. E. STEARNS, LIBRARIAN WISCONSIN FREE LIBRARY COMMISSION.

THE need of some form of library training for those who cannot afford to attend the longer terms at the regular library schools was recognized in Wisconsin in 1895. Through the munificence of the Hon. J. H. Stout a summer school of library science was then established in connection with the University Summer School at Madison, with Miss Katharine L. Sharp as director. Senator Stout paid the expenses of the school the first two summers; but the school is now self-supporting, a fee of \$15 being charged.

The purpose of the school is not to make the inexperienced fit for library service, but to give those in charge of small libraries and library assistants some knowledge of elementary library methods. The course comprises a six weeks' term, from July 6 to August 13 each year. The instruction follows the treatment of a book in logical order from the time it is entered in the accession-book until it has been classified, cataloged, loaned, repaired, and rebound, with 24 lessons in the Dewey and Cutter classifications. The work does not end with theoretical lectures merely, but from three to five hours a day of independent work is expected of each student, tending toward self-reliance in future work. This independent work is carefully revised and returned, each student thus carrying home a full set of samples, which are invaluable for future reference. It has been thoroughly demonstrated that the summer school is not, as was feared, a harmful short-cut to superficial training, but rather a good step in the right direction. The school's reputation in its home

may be inferred from the fact that of the students who attended the school in 1895 two were from Wisconsin, in 1896 eight came from Wisconsin, and in 1897 there were 12 from that state; while others came from as far west as Montana and as far east as Ohio.

The summer school has proved an active and living factor in the promotion of library interests in Wisconsin. New libraries are springing up in every little hamlet. These libraries must largely depend for their administration upon the local, inexperienced applicant. Through attendance at the summer school many points dealing with administration are gained, and, best of all, the students become imbued with what has come to be known as the true library spirit.

THE SUMMER SCHOOL CLASS AT AMHERST, MASS.

BY W. I. FLETCHER, DIRECTOR.

BEGINNING in 1891, the Sauveur Summer School at Amherst, Mass., has had a department of Library Economy. This course was established by me with the thought of giving all that I could of personal instruction in five weeks (recently the course has continued six weeks) to such as might offer themselves, with the expectation, which has been fully justified, that most of those seeking this instruction would be already engaged in library work in some capacity, more commonly as librarians of small libraries. The work was looked upon as a laying of foundations, in the case of those just mentioned, to be compared with the shoring up of buildings already erected, to dig down and put solid foundations under. It has been understood to be the one chief advantage of this course that it consisted mainly of lectures by myself, explanatory of library rules and practice. My purpose has been not to familiarize the pupils simply with what might be considered as the best rules and methods, but to prepare them to prove all things for themselves and hold fast to that which is good. Classification has been discussed historically and as philosophically as possible. Cataloging has been taught with Cutter's rules as a basis, but with the attempt to get at the governing principles underlying the rules, and to enable the pupils intelligently to adopt practice either in conformity with the rules or an intelligent non-conformity.

All other departments of library work are talked over in the same fundamental and radical way, comparatively little attention being given to details.

In the practical work, of which the pupils do a good deal, they are constantly under my supervision, and are encouraged in every way to do independent and self-reliant work.

Constant intercourse with one whose experience covering every department of work in nearly every sort of library for nearly two-score years is coupled with the firm belief in the application to librarianship of all that is best in one, and in the pursuit of it as worthy of any one's highest ambition — this, perhaps, is the one distinguishing feature of the Amherst School. If this statement lacks something of the modesty which accompanies true greatness it should be noted that only so could I conscientiously answer the question asked me.

SUMMER SCHOOL OF CLEVELAND PUBLIC LIBRARY.

BY W. H. BRETT, LIBRARIAN.

THE Cleveland Summer School in library science is arranged for in compliance with a resolution of the Cleveland Public Library board, which authorized the librarian to arrange for such a class, provided that the fees received were made to cover the actual outlay, but giving permission to use the rooms and material of the library and the time of such members of the library staff as should take part in the instruction, provided that this could be done without serious interference with the work of the library. The board reported its hearty approval of the plan and its appreciation of the value of special training for library work.

The time selected was the six weeks beginning Aug. 1 and ending Sept. 10. The aim of the school is to give as much accurate and thorough instruction in library methods as may be compressed into six weeks of close application and hard work.

The school will open with three preliminary lectures on the afternoon of August 1, and will be continued throughout the six weeks with three lectures of one hour each in the forenoon and five hours' practice work in the afternoon, until the last two days of the term, which will be devoted to tests.

Among the subjects taught will be accession-book and shelf-list, three lectures each; dictionary cataloging, 30 lectures; Decimal Classification (unmodified), 16 lectures; reference work, eight lectures; and one to three lectures each on other subjects will make a total of 102 lectures.

The primary purpose of the school is to give the assistants in our own library who desire it an opportunity to secure some part of the discipline and training of the regular schools giving the full two years' course. It is hoped that it will be a benefit to all who attend, and that to some at least it may give a larger outlook on library possibilities and a better appreciation of the need of thorough preparation for library work, which will induce them to carry their preparations much further in or out of school. The aim is to make the instruction so thorough that it may form not only an introduction to but an integral part of a more complete library training.

The class is limited to 24, as the necessity of correcting daily four hours' practice work for each pupil renders it practically impossible to secure a larger class. The formal applications for membership were about twice that number, and many more letters of inquiry were received which did not lead to actual application. These came from as far east as New York City and as far west as Utah. The class as made up contains 18 members of the staff of our own library, two who have passed the library examination and are eligible to appointment, and four others.

The requirement for admission is a diploma from a reputable high school or its equivalent. For the members of our library staff who take part in the instruction this school means a large amount of extra work without extra compensation. If all the instruction were paid for the fees would necessarily be greatly increased. For the assistants in the library not taking the course it means extra hard work during the summer and a sacrifice of inclination and convenience in the arrangement of their vacation, in order that all not in the school may be in the library during the time. To those taking the course it means six weeks' hard work, the sacrifice of their salary for that time, and the payment of the fee and other expenses. For all, we hope the compensation will be found in the greater efficiency of our library.

OHIO STATE UNIVERSITY SUMMER SCHOOL.

BY DR. G. E. WIRE, DIRECTOR.

THE summer school in library training conducted by Ohio State University is part of the summer school of the university and is graded as a regular course, running regularly for three hours five days in the week. The fees are \$15 for the six weeks' course. There are students now in attendance from the city and from outside the city, but there are as yet none from outside the state.

The course is intended to be as brief and practical as it can well be made in six weeks. Students are taught the principles of classification and cataloging, and are also given lectures on the various phases of library work, on book-buying and binding, preparing books, charging systems, etc., the aim being to cover as fully as possible the field of modern library work as especially adapted to small public libraries. The instruction is rather eclectic: one student is learning cataloging with a view to a position in the state university library, and she is allowed to follow the rules of that institution. Another follows the rules of her own library; and this plan has been generally carried out. The school is flourishing, its attendance being one-third of the pupils in the summer school. It has just made a beginning, and is not yet half-way advanced with its work.

LOS ANGELES PUBLIC LIBRARY TRAINING CLASS.

BY MRS. HARRIET CHILD WADLEIGH, LIBRARIAN.

THE board of directors of the Los Angeles Public Library organized a class for training pupils in the elements of library science in November, 1891. The board was impelled to this action by a pressure from three directions: the officers themselves were vitally interested in establishing and maintaining the highest possible standards throughout the library; the use of the books had been made entirely free to the public in 1890, and the usual increase in circulation followed; and, lastly, there was needed some permanent check against the "influence" which often urged the worthiness of certain applicants rather than ability or fitness for the work.

Accordingly in October, 1891, the board voted, "That previous to being given paid employment all applicants be required to take a course of training not to exceed six months;

examination of candidates shall be held at stated intervals, these examinations to be general in character, aiming only to determine whether by previous education and natural adaptability the applicant is warranted in undertaking library work; that satisfactory evidence of such qualifications being given, the candidates be accepted, providing they shall be not less than 17 years of age and shall have filed a written application agreeing to serve three hours daily without salary for a period of six months."

Classes were limited to six members and applications were received from various parts of the United States, for this was the pioneer training class. A high school education or its equivalent was expected, and candidates were advised to be especially familiar with general history and literature, as well as with current events. A short reading list covering these subjects was printed at that time and has been a guide ever since.

The full history of the foundation of this class was given in a paper read by the librarian, Miss T. L. Kelso, before the World's Library Congress in 1893, and has been published in the papers of that congress by the Bureau of Education. That paper contained the course of study and forms used by the class.

The class is the special charge of the first assistant librarian, who makes out the study lists and superintends the time. Pupils are scheduled in each department of the library in turn, to be instructed by those in charge and continue at each point, for at least one week, until the circuit has been made. After two months' work an apt pupil is frequently called upon for substituting. At the end of the six months' term each department reports to the librarian upon special fitness, accuracy, punctuality, neatness, and despatch, as shown by each pupil while in that detail.

Lectures are given at least twice a week, and systematic study is required in the various departments of library science. Comparative study in methods of classification, of loan and charging systems, the study of reference-books, of bibliographies, and of best authorities in various classes, all are given attention and discussed, while the practical working of our own library and the intricacies of the Dewey classifications as found on our own shelves are given some time at every meeting.

Before final examinations each pupil prepares bibliography and a thesis upon a technical subject is written, and this work is represented in the final percentage. A grade of 70 per cent. is required for passing, and 85 per cent. entitles a pupil to take a second course of six months in advanced cataloging.

As soon as certificates are granted, pupils are eligible for substituting, although the board does not guarantee positions to graduates. Appointments are made in order of rank, and to-day in a staff of 30 only two remain who have not served in the training class, and both of these had been on the regular library staff before the training class was inaugurated.

In January of this year the board of directors still further perfected these civil service rulings by reorganizing the staff upon a basis of individual attainments.

Four classes of attendants were named: class A, salary from \$50 to \$70, required a college education or equivalent in special knowledge; class B, salary \$40 to \$50, high school course; class C, salary \$30 to \$40, and

class D, \$20 to \$30, same requirements. Each member of the force was allowed to make her own choice of class and submitted answers to a set of 100 questions prepared by the board. It was decided, however, that heads of departments should be members of class B. The graduates of training classes were made members of class D, and as a recognition of years of service from those without special equipment it was decided that every graduate should serve in class D at least one year at a class D salary.

Since 1891 about 200 applications have been received and 42 pupils from 10 different classes have been graduated. This system of apprenticeship has been more than any other factor the basis of the vigorous and efficient service which accomplishes with ease the extraordinary amount of routine work demanded from the Los Angeles Public Library. But more than all else, the training class gives and keeps alive pride in and enthusiasm for our profession, which, in view of our isolated position, could be derived from no other source.

INFLUENCE OF LIBRARY SCHOOLS IN RAISING THE GRADE OF LIBRARY WORK.

BY W. I. FLETCHER, AMHERST COLLEGE LIBRARY.

"**R** AISING the grade of library work" is a somewhat ambiguous expression. If the grade of library work be estimated by the culture and abilities and success of the librarians of some of the leading libraries it might appear that the introduction of library schools has not raised the grade. It is doubtful whether we shall ever have librarianship in this country of a higher grade in these respects than that of Jewett and Poole and Winsor, of Lloyd P. Smith, and Noyes of Brooklyn, none of whom ever profited by any school training in library work. In fact, it may well be doubted whether it will ever appear that the men foremost as bibliographers and scholarly librarians, or ever as skilful and shrewd and wise librarians, adorning and elevating the calling, owe their power to library school training. If this is true we would look elsewhere for the results of such training in raising the grade. Nor should we look in vain. It has been somewhat characteristic of our foremost librarians that they were, and worked as, men of genius rather than men of

routine. Consequently matters of mere routine were left by them to subordinates, and in their hands failed to receive the systematic study and attention which they deserved. It will now be found that very much of the detailed work of the larger libraries is in charge of library school graduates, and that their training is showing its influence in distinctly raising the grade of this detailed and routine work, infusing into it system and method, and bringing it into conformity with the best established practice. A small detail that might be mentioned as illustrative of this point is the almost universal use at present of vertical handwriting in catalog work, a great improvement which must be attributed very largely to the influence of the library schools. To the same influence is due much of the progress to be observed in the matters of charging systems, library accounts, etc.

But it is in another field that we shall note the chief influence, or at any rate the most marked and noteworthy influence of the library schools in "raising the grade." This is in the

smaller libraries, of from 3000 to 20,000 volumes, scattered all over the country, which are now in charge of librarians who have been trained in a library school or training class. In libraries of this class the grade of work done all through has been so distinctly raised that the comparison of the average small library of to-day and of 20 years ago is a contrast rather than a comparison. Very many of such libraries are now thoroughly well classified; their catalogs are nearly as good examples of good systematic work as those of the largest and best libraries. Into these libraries the newest methods in charging systems, information desks, use

of books in the schools, bulletins, finding lists, and so on, have been largely introduced. And very much, to be sure not all, but still very much, of this change which has taken place, and is taking place to-day more rapidly than ever, is due to the influence of library schools and training classes. This is, after all, the truest "raising of the grade"—not adding to the height of the mountains, to be sure, but filling in the valleys so that there comes much nearer being a level, not a dead level of conformity, but a very much alive level of attainment and usefulness apparent in the library work of the country.

ELEMENTARY LIBRARY CLASSES FOR TRAINING ASSISTANTS.

HARTFORD PUBLIC LIBRARY CLASS.

BY CAROLINE M. HEWINS, LIBRARIAN.

THE problem which presents itself to a librarian who has a staff that has not received special training is how to make the loan-clerks something more than machines; how to give them a sense of responsibility and interest in their work, and a broader outlook upon it than through the iron grating that keeps the public away from them; and how to excite in them ambition that will lead them to library school training, or if that is impossible, to study and fit themselves for heads of departments or small libraries.

The girl who has had only a high school course has usually some knowledge of Latin, but not enough to read a Latin title easily at sight. She has studied perhaps a little French or German, but does not read them for pleasure. She has passed her examinations in ancient, mediæval, and modern history, but she does not know the difference between a Jacobite and a Jacobin, thinks James I. of England and James I. of Scotland the same, and cannot distinguish between Sir Thomas More and Thomas Moore, Edmund Spenser and Herbert Spencer. She does not know that Froude and Macaulay are of no use to a reader who wishes a bird's-eye view of English history, and has no skill at all in determining the comparative merits of authors or editions.

She has studied "English literature," but does not know books. She has read for pleasure authors like Rosa Carey and Captain King, and although she may know the names of De Quincey and Charles Lamb, she has never

heard of anything by either except some bit that she had to get up for task-work and then forgot. Of the "pastures large and fair" of literature she has never had a glimpse. She does her work well and accurately so far as charging and discharging books are concerned, but is in danger of degenerating into a machine if she is not taught to use the world of books about her. If she is asked in an emergency to do a bit of reference-work or suggest the best book on any subject she is useless. This is to a large extent the fault of the teaching which pays more attention to preparing for examinations than to teaching the use of books as tools or as friends.

A class of half a dozen girls, the younger members of the Hartford Public Library staff, who have had a high school course or its equivalent, has come to my office almost every Wednesday morning since last October. The heads of departments were first asked if they were willing to take the juniors' work for two hours on Wednesday morning, and expressed their willingness to do it if they might have an hour of their own in the office on another day.

The winter's work has been unmethodical and desultory, for its aim has been more to interest the girls in reading for themselves and working up subjects than to follow out a prescribed course. Soon after the first meeting of the class the figure-head of Farragut's flagship, the *Hartford*, was carried in procession through the streets and deposited in the capitol. The girl who prepared the best reading list on Farragut had it sent to one of the daily papers with her name.

Since Mrs. Dixon's "Index to prose fiction" was published, every member of the class has checked a page a week. These checked pages have been read over and commented on in class, errors corrected, and additions suggested. They have also checked Sturgis and Krehbiel's "Bibliography of fine art." In the first lessons they were told some of the uses of dictionaries and encyclopædias, when not to use the Britannica and how to find references in Appleton's "Annual cyclopædia." They learned, too, the many uses of the *World* and *Tribune* almanacs, the "Statesman's year-book," biographical dictionaries and gazetteers. I gave them a list of the most useful sets of magazines indexed in Poole, that they might not waste time in the "search for the absolute," and also taught them how to find the right volume when there has been more than one series. Early in the winter a course of lectures on men of the American Revolution was given to pupils in the public schools, and the class prepared reading lists on Washington, Samuel Adams, Patrick Henry, and Jonathan Trumbull.

We have had talks on literary periodicals, and every girl has taken on herself the reading of one. A little book published last winter, "Sphinx-lore," has furnished questions on pseudonyms, authors, and books, that have taught the use and limitations of books like Brewer's handbooks, and introduced the class to *Notes and Queries*. Examination questions from other libraries, from Boston to Los Angeles, have been freely used.

When an exhibition of autotypes was given in the winter the class made lists of artist-biographies. They have had problems such as have really come to us, like "Make a list of novels illustrating American society for an intelligent young Hindu in India who is a graduate of one of the government colleges," "Find the annual imports and exports of steel to and from the United States," "What books of the last year would you recommend for a small country library that has \$25 to spend?"

We have talked over children's books and lists for children, lists of short stories and ghost stories, novels of Queen Elizabeth's time and of Waterloo. We have had some lessons in classification on a blackboard, and a good deal of running comment on new books, articles in *Public Libraries* and the LIBRARY

JOURNAL, and meetings of various state library associations.

After the hour in the office the class works another hour in the reference-room on the Squeers principle. The effect of the weekly meetings is seen in an increase of self-dependence, alertness, interest in books, and ability to find what is in them.

DAYTON PUBLIC LIBRARY CLASS.

BY ELECTRA C. DOREN, LIBRARIAN.

AN elementary course of library training for library assistants and those applicants found acceptable for position has just come to a close in the Dayton Public Library. It was undertaken at the expense of the library, solely with a view to the organization of its own work and for the purpose of raising the power of assistants holding minor positions in it.

Note-taking, library hand, book numbers, the elements of classification and cataloging, use of reference-books, library rules and regulations, conduct of school and travelling libraries, routine in loan, bindery, and inventory accounts and accession work were the subjects in which instruction and practice were given.

For the details concerning the constitution of this class, the compensation, appointment, and the general results of the venture, reference is made to the annual report of the Dayton Public Library for 1896-97, and its forthcoming one for 1897-98.

The reasons for elementary training for library assistants are found in necessity—the one inclusive reason and emphatic necessity being economy and effectiveness in library administration.

The fact that a public institution is expected to draw the larger part of its working force from the community which supports it, the fact that such help is for the most part untrained in library method, and the fact that skilled intelligence alone can construct, use, and preserve the records whereby a library becomes an instrument for the distribution of books, and at the same time is able to identify and locate each item of library property, force to an issue the problem of better training for the library assistant.

Responding to these facts is the one that there are now trained specialists in library economy ready to do effective work and to impart method.

Lack of education, want of knowledge in classification or of the construction of the catalog, are great handicaps to the usefulness of any assistant. They make him, if not an absolute obstruction in the way of the searcher, to whom he gives wrong or misleading information, at least a slow and indifferent helper.

He works hard, perhaps, but blindly, and too often the not knowing how to work discourages and deadens his effort, so that it drags and finally fails altogether.

Given desire upon his part for training and confidence in his ability to profit by it, the aim of the instructors must be for correct form, according to a definitely stated standard of thoroughness, accuracy, and speed.

It is standard which must be enforced, for it is exactly here that the locally trained assistant has been most neglected, and here, too, is precisely where great waste and oftentimes serious friction arises in the administration, involving not only loss of library time through faulty method but waste of actual energy and library material. The poison of a vague dissatisfaction arising from unequal distribution of burdens permeates the atmosphere, the unsystematic or showy, blustering worker being even less content than the one who carries forward the routine and bears the brunt as best he may.

Instruction by class training has specific advantages. It is systematic; it is purposeful; it is uniform; it is limited. It substitutes tangible results, as evidenced by class work in the place of mere opinion in judging of an assistant's abilities. It furnishes a basis for intelligent selection and comparison of the capacities of several assistants for a variety of work, and it faces the worker with something definite to do according to a definite way of doing.

The drones and the unfit do not find such an atmosphere congenial, and the library service becomes to a certain extent self-adjusting. If made the prime qualification for appointment, it relieves the administration of much embarrassment from pressure of political and social influence in the selection of assistants.

Thus, too, is furnished under existing conditions a body of workers prepared to receive and to follow the more highly trained directors, to relieve them of burdensome detail, and to further in an economic manner the library's permanent working resources.

BUTTE (MONT.) PUBLIC LIBRARY CLASS.

BY JOHN F. DAVIES, LIBRARIAN.

INSTEAD of giving theories, I would give a short chapter from experience. It has been to my pleasure and profit—if it was not as profitable to others as it might have been—to have had one training class. In 1895 one of our assistants resigned, and it was decided by the board of trustees to fill the place after an apprenticeship term of service. The trustees conducted an examination which was not intended to be easy enough for any one to obtain a high percentage on, but was meant to be so complete as to indicate to the trustees pretty fully the knowledge and capacity of candidates. From this examination six apprentices were selected, who served in the library for about three months, four hours a day each, but were so distributed that only two were on duty at any one time, two in the morning, two in the afternoon, and two in the evening. The salary of the vacant apprenticeship was divided among the six.

The librarian had previously had no direct acquaintance with any system of training in vogue. He knew some things that should be done; he did not know how some other things should be done, while the trustees had more or less pronounced views of their own. Just at that time the "Public library handbook" of Denver appeared, and we obtained a number of copies and used them as text-books. The apprentices were put directly at work in the library shelving books, charging, and doing other routine work. At the same time daily conferences were held between the apprentices and the librarian. Sometimes these were in the nature of recitations, sometimes they were talks, sometimes examinations, the idea being that the Denver handbook should be studied and comments made with special application to the methods in use in our library. After the first week or two a daily drill in the Dewey classification was had. After this course the trustees held an oral examination of the apprentices and one was chosen to serve in the library. The one question asked by the trustees that had the most influence in determining the final choice was this: "What do you do with a book from the time it comes into the library till the time it goes out?" That was a practical question and the assistant who could answer it most satisfactorily had an excellent chance of appointment.

INSTRUCTION OF THE LOCAL LIBRARIAN BY THE ORGANIZER.

BY ELIZABETH L. FOOTE, NEW YORK PUBLIC LIBRARY.

THE organizer may have from one week to three or four months in which to convert the novice into an expert, and the library to be organized meantime may range from a few hundred to some thousands of volumes. Fortunately, the amount of technical information necessary is somewhat proportionate to the size and expectation of the library, and, therefore, to the length of the instructor's stay.

The professional organizer must usually carry her own library of text and reference books to avoid waiting for those ordered for her pupil's use. Moreover, she will have her own plentifully annotated and marked, with all exceptions and modifications desired, and supplemented with a set of sample catalog cards for all probable complications. The equipment will include:

1. The system of classification to be used, either abridged D. C. or a short form of the Expansive.

2. Cutter and Sanborn author tables.

3. Cutter rules for a dictionary catalog, last edition. This in preference to the library school rules, because it contains the A. L. A. rules and Mr. Dewey's statement of distinctive points, and full discussions of important principles; also it can be obtained at no cost.

4. Mr. Dana's "Denver Public Library handbook."

5. Miss Plummer's "Hints to small libraries."

6. A. L. A. catalog.

7. World's Congress papers.

8. *Public Libraries* file.

Instruction has to go on simultaneously with progress of work in the library; hence a course

something like this for the shortest possible period:

1. A lesson in assigning Cutter numbers put at once to practice on fiction and next on biography, subject to frequent revision, with explanation of errors.

2. An introductory lesson, or lecture, in classification at close of first day, with directions to study preface and general heads at home, in order to observe intelligently work done by organizer.

3. Shelf-list work, put at once to practice.

4. Lecture, introductory, on general contents and use of all the books used as helps; namely, those mentioned above. Hints for subsequent intelligent self-instruction.

5. Have pupil copy intelligently such annotations and sample cards as she will be likely to need in her work. This may be evening work at home.

- 6-8. Three lessons in card-writing, covering all most common forms likely to be used. Use Miss Plummer's book, sample cards, and notes.

9. Accession and order work.

10. Loan system and intercourse with readers.

- 11-12. Care of periodicals, repairs, binding records, etc. Use Miss Plummer's book as guide in all these details.

The course may be expanded if the time allows, and will be, of course, supplemented by the constant practice work and questions that arise during the day. It is best to take the first half-hour in the morning for systematic teaching, then a few minutes before closing in the afternoon to review the day's work and assign a subject for home study.

SUMMER LIBRARY SCHOOLS AND CLASSES.

BY HARRIET H. STANLEY, LIBRARIAN PUBLIC LIBRARY, SOUTHBRIDGE, MASS.

IS there a real demand for the so-called summer library school? How should its course be arranged?

The persons whose needs the summer school may expect to supply might be classified into three representative groups:

1. The librarian in a small town or village—intelligent, interested, and fond of books, but

ignorant of the conclusions and methods now generally accepted by librarians as the result of years of experience; not knowing, either, just how to put herself on the tracks of doing her work in the best and most economical way. It is likely that if this person should undertake a full library school course, even if not barred out by entrance examinations, it would be with a

view to obtaining a more responsible and remunerative position, and not in her capacity as librarian of that town. In her present position, if she purposes to retain it, she needs the advantages of a course which shall not make severe requirements in time, expense, or entrance qualifications.

2. The untrained assistant in a library of moderate size. The librarian may be thoroughly capable and anxious to instruct, but because the library has not money enough to provide a properly large or efficient staff a heavy burden of work falls upon its head, and he finds it impracticable to give more than a necessary minimum of instruction to his subordinates. The inducements which the library can offer the assistant are too slight to compensate for a long course of study; a brief one, however, will not only aid her to do her work satisfactorily and with more pleasure to herself, but will economize the librarian's forces, and so render more effective the administration of the whole library.

3. The person who has been engaged in library work for some years, in whom experience has developed excellent practical judgment and who is so well informed as to be valuable in the library. The circumstances of her individual position may be such that she needs more technical up-to-date knowledge in some directions. A long course of training is in no

way necessary, but she wishes to come more actually into touch with modern opportunities than can be done by reading or at library association meetings. She wants a short but not elementary course.

It is evident that students of the first and second groups require a similar grade of instruction in similar subjects. The student of group 3 needs something different. A satisfactory course in order fitly to economize the time and efforts of all students should have two divisions to its program, an elementary and an advanced, in which, though certain parts may be required, certain parts also may be elective. Otherwise, some members of the class are often trying to comprehend what is in advance of their education and experience, while again others are obliged to occupy themselves with matters which, though new in the treatment of details, they have already essentially mastered.

Persons intending to train themselves for librarianship should be discouraged in looking upon the summer school as a quick and inexpensive substitute for a more complete training and as affording sufficient preparation. It cannot be such. Its use and aim should be to make more skilful those workers already in the field, in the less responsible positions or in positions where they have already proved their usefulness and wish to increase it.

INSTRUCTION IN LIBRARY ECONOMY THROUGH UNIVERSITY EXTENSION METHODS.

BY KATHARINE L. SHARP, DIRECTOR OF BUREAU OF INFORMATION OF ILLINOIS STATE LIBRARY ASSOCIATION.

INSTRUCTION in library economy by university extension methods was first given in December, 1896, by the University of Chicago, at the request of the Bureau of Information of the Illinois State Library Association.

The Illinois State Library Association at its organization meeting at Springfield, Ill., on January 23, 1896, authorized, as one of the means for promoting library interests throughout the state, the creation of a Bureau of Information for one year, hoping to gather some material to put into the hands of a possible state library commission. Its object was to furnish a medium through which all who were interested in the details of library organi-

zation and administration, and who desired information upon the best methods in library economy and management, might direct their inquiries.

The nature and number of inquiries soon convinced the Bureau of Information that it would greatly aid libraries in the state if some means were provided to give to the general public information in regard to the scope of library work and the use of libraries, without touching technical details. The idea was not to train library assistants, nor to interfere with nor to criticise local libraries. The best agency already organized seemed to be the university extension division of the University of Chicago.

The university extends its teaching beyond its class-rooms in four different ways: (1) by lecture-study courses; (2) by organizing evening and Saturday classes in Chicago and its immediate suburbs; (3) by correspondence courses; (4) by directing the work of local study-clubs.

The class-study department was considered best suited to library economy, as the subject was too new to justify support in a popular lecture course. Its general plan is stated as follows: "For the benefit of the large number of persons in and near Chicago who wish to avail themselves of university instruction, but who have not the leisure to attend its regular sessions, the University of Chicago organizes evening and Saturday classes in convenient places outside its walls. These classes are conducted by university instructors, meet once a week for a two-hour session, and do as far as possible the same grade of work that is done in the university. The privileges of these classes are open to all. No entrance examination is necessary. Each course must consist of 12 lessons of two hours each. A class will be formed if at least six people desire it and will support it by paying six dollars apiece for the 12 lessons and their share of the instructor's travelling expenses."

The class-study department was asked to offer courses in library economy, and the following topics were suggested in order to make the plan clear:

1, Library extension; 2, Library training; 3, Home libraries; 4, Travelling libraries; 5, Libraries and schools; 6, Libraries and clubs; 7, Book-buying; 8, Bookbinding; 9-12, Reference-books or Administrative principles.

The first two classes were organized by the president of the American Library Association, at the public library in Cleveland, Ohio, in December, 1896. Instruction was given by the director of the department of library science at Armour Institute of Technology, Chicago, and the classes numbered 20 and 19 respectively. The students were all members of the public library staff, and this necessarily modified the course from the original plan, which was intended for the general public.

The following course was given:

1, Library economy publications; 2, Library training; 3, Library associations; 4, Travelling libraries; 5, Circulating department; 6, Reference department; 7-9, Reference-lists; 10, Classification; 11, Library service; 12, Question-box.

A second course was begun in January, 1897, at the University of Chicago, under the instruction of the assistant librarian of the university. The class numbered 15, and the following subjects were treated:

1, Historical résumé of library economy up to 1879; 2, Inception of the modern library movement; 3, Effect of the movement on university extension; 4, Travelling and Home libraries; 5, Library schools for training librarians; 6, Co-operation in methods and materials; 7, Book-buying; 8, Bookbinding and care of books; 9, Manuscripts. Old and rare books; 10, How to obtain the greatest good from the library; 11, Reference-books and how to use them; 12, Historical sketches of some of the great libraries of the world.

A third course was also begun in January, 1897, at Geneva, Ill., under the instruction of the reference librarian of Armour Institute of Technology, Chicago. The class varied in number from 10 to 30, and consisted of club women, teachers, and library trustees, besides the local librarian.

The course was as follows: 1, Library extension; 2, Libraries and schools; 3, Children's reading; 4, Library training; 5, Library associations; 6, Travelling and home libraries; 7, Selecting and buying books; 8, Classification and cataloging; 9, Bookbinding and the care of books; 10-11, Use of reference-books; 12, Libraries and clubs.

A fourth course was begun in February, at Aurora, Ill., for the benefit of the public library staff. The class numbered 11, and was instructed by the assistant librarian of the University of Chicago.

This completed the work of the first year and convinced its promoters that it was worth continuing.

The instruction this year has been given by the assistant librarian of the University of Chicago. The subject has been presented to all of the clubs in the Illinois Federation of Women's Clubs, and much general interest has been expressed. The schedule of attendance, however, shows a majority of library assistants. These desire technical courses, and thus change the original purpose of this method of instruction. It was not recommended for the purpose of fitting people for library positions in a short time, but rather for the purpose of arousing public sentiment to an appreciation of the modern library.

There is great need of trained teachers and

reduced expenses. Instruction must be simple, accurate, to the point, and up to date. There should be one or more lecturers free to go to any part of the state and stay during a course, in order to minimize travelling expenses.

Friends of the movement believe that the original plan could be carried out if there were in the state one person who was free for this work and who possessed organizing and teaching ability as well. Much work of this nature could be done by organizers, although they were not recognized as members of the extension faculty of any university.

Thus far, the trained teachers have been in Chicago, engaged in their own work. When a class was desired at a distance from the city it meant that the class must defray the instructor's travelling expenses each week, and the instructor must endure the fatigue, or that the instructor must leave his own work for two weeks or more.

The plan of work supposes one lesson each week, which would require 12 trips and return. This would usually prevent a town from taking the course. When the classes were conducted at Cleveland, Ohio, the instructor stayed for two weeks and lectured twice each day. This materially reduced expenses, but it allowed no time for preparation or reading between lectures, and it was too great a strain for the lecturer.

The following outline is offered as an illustration of the course proposed. The selection of subjects is made with a view to give fundamental information about the library movement of to-day, and to explain a few reference-books which would be most useful in ordinary reading. There is no attempt at historic or exhaustive treatment. The object in view is practical usefulness, in order to cultivate an enlightened public sentiment helpful to our local libraries.

LIBRARY ECONOMY.

Outline of Lectures.

1. Library economy publications.

Manuals, statistics, and periodicals published in the United States. Purpose is to emphasize importance of collateral reading in all library work, and to give a practical reference-list as a basis for the course.

References.

References to reviews are given under special items. Students are expected to examine the books themselves.

Exercises.

- a. Give statistical account of the development of libraries in Illinois since 1876.
 - b. Write a review of any one of the manuals.
 - c. Write a review of the current number of LIBRARY JOURNAL or *Public Libraries*.
2. Library training.
- Opportunities for systematic training in the United States explained and compared. Suggestions for individual study.

References.

- U. S. Bureau of Education. Papers prepared for the World's Library Congress, 1893. p. 764-71.
- Circulars of information of the various schools. LIBRARY JOURNAL 20: 202-3, 239-41, 272-3, 303-5.
- LIBRARY JOURNAL 21: C93-97.
- LIBRARY JOURNAL, Wisconsin supplement, 1896. p. 24-25.
- Wisconsin State Library Commission. First biennial report. p. 86-91.

Exercises.

- a. Make a tabulated comparison of the library schools, as to requirements for admission, length of course, opportunities for apprentice work, and tuition.
 - b. Prepare an answer to the common query: What is there to study in library work?
3. American Library Association.
- Showing the debt which librarians owe to the national association and its interest to the general public.

References.

- American Library Association Handbook.
- Papers and proceedings of (last) annual meeting.

Exercises.

- a. Explain in detail the organization and work of the Publishing Section.
 - b. Review the papers of the last annual meeting of the A. L. A., mentioning the ones of interest to the public.
4. State and local associations.
- Urging co-operation.

References.

- LIBRARY JOURNAL:
- Dept. for state library commissions.
- “ “ “ “ associations.
- “ “ “ “ library clubs.
- Circulars and handbooks issued by the associations.

Exercises.

- a. Propose plans in detail for securing a state library commission in your own state.
- b. Outline a plan for a meeting for organization of a city library club.

- c. Give program of work for a year which a library club might profitably undertake in your own town.

5. Travelling libraries.

Explaining the movement and emphasizing local possibilities.

References.

Forum, 18: 616-21.

LIBRARY JOURNAL, Wisconsin supplement, 1896.

p. 3-5.

— 21: C29-31.

— 21: 60-62.

Exercises.

- a. Outline the possibilities for travelling libraries in your own community.
b. Outline the possibilities for home libraries in your own town.

6. Circulating department.

Explaining principles underlying routine, dwelling upon the part which the public takes in the transaction.

References.

U. S. Bureau of Education. Paper prepared for the World's Library Congress, 1893. p. 898-906.

Plummer. Hints to small libraries. p. 32-41.

Denver Public Library Handbook. p. 46-57, 62-90.

Exercises.

- a. Suggest improvements in the circulating department of your town library as it affects the public.
b. Discuss the principles of registration, fines, and reserves as applied to your town library.

7. Reference work.

Scope and methods explained, with a view to help club women and teachers.

References.

U. S. Bureau of Education. Papers prepared for the World's Library Congress, 1893. p. 976-92, 982-93.

Exercises.

- a. Suggest improvements in the reference department of your town library which seem possible to you with the present staff.
b. Make an outline for one year of suitable occasions for reference-lists in your town library.

8. Indexes.

Comparison and explanation of indexes to general and technical periodicals and general literature. Only the most common books selected.

Exercises.

- a. Make list of references on general subject, to be assigned.
b. Make list of references on engineering subject, to be assigned.

9. Dictionaries.

Comparative study of best-known works with a view to selection.

References.

Worcester's dictionary. 1892. pref. p. 57-69.

Encyclopædia Britannica. 7: 179-93.

Exercises.

- a. Select any common word and compare its entry in the different dictionaries, noting fulness and form of definition, illustrations, and quotations.
b. Select any technical term and compare its entry as above.
c. Select any compound word, any disputed spelling or pronunciation, and compare its entry in the different dictionaries.

10. Encyclopædias.

Comparative study of scope and use of best-known works.

References.

Encyclopædia Britannica. Ed. 9. 8: 190-204.
Baldwin, Ja. Guide to systematic readings in the Encyclopædia Britannica.

Exercises.

- a. Select some American industry and compare its treatment in the different encyclopædias.
b. How full a record of the proceedings of the U. S. Congress can you find?

11. Classification.

Study of general principles, with suggestions for classifying.

References.

U. S. Bureau of Education. Papers prepared for the World's Library Congress, 1893. p. 861-98.

Dewey. Decimal classification,
Cutter. Expansive classification.

Library notes, v. 3, no. 11.

Exercises.

- a. Explain in detail how your local library is classified.
b. Classify by Dewey Decimal Classification 25 books assigned.
c. Classify by Cutter Expansive Classification 25 books assigned.

12. Binding and repair.

Study of materials and processes, with practical suggestions about repairing books.

References.

Matthews. Bookbindings, old and new.

U. S. Bureau of Education. Papers prepared for the World's Library Congress, 1893. p. 907-16.

Exercises.

- a. The importance of the tool in artistic binding.
b. Describe binding of 25 books assigned.
c. Repair private books and present for examination.

SPECIAL TRAINING FOR COLLEGE LIBRARIANS.

BY GEORGE T. LITTLE, LIBRARIAN OF BOWDOIN COLLEGE.

THERE are two things for which college librarians should be specially trained. First, to steal. I do not mean to steal books, or money, or any material object, for I believe in the eighth commandment and wish my fellows to live up to it. I mean that the college librarian should learn how to steal the ideas, the knowledge, and the time of the members of the faculty. He is to get hold of these ideas and this knowledge without paying a fair equivalent in the labor of his own brain. To get something for nothing is stealing, but the transaction in this case is not immoral, for the first party is none the poorer and the librarian is surely the richer.

Let us take a single illustration of this kind of theft in which the college librarian should be an expert. A new professor of American history has come to the college. He believes that the history of the United States can best be taught through the study of documents. That teacher is going to send his students to the library, and the students are going to call for help, and the librarian who has not time for a private course in American documentary history must prepare to steal, politely and expeditiously, a great deal of necessary knowledge. He obtains at once the idea that the set of congressional documents on which the dust of ages has long reposed in peace is a most valuable and available portion of the library. He ascertains the comparative value and the use to be made of the different classes of these documents. His own common sense might say that the Senate and House journals would be rarely referred to. The common sense—perhaps the uncommon sense—of the professor tells him just the opposite. He realizes, in advance of its probable early disappearance, that part 2 of volume 1 of Senate executive documents of the second session of the 48th Congress will be cited more times than a thousand of its yellow-skinned fellows. In a word, the librarian must so manipulate the professor's knowledge that he can reach by a short-cut certain vantage-points in the course to which the students will attain later in a more dignified and more legitimate manner.

The second thing a college librarian must learn is to tinker. He must mend where he would prefer to make, and still more to buy ready-made. He easily succeeds in stealing some fine ideas which unfortunately demand costly apparatus to carry them into execution. He looks with envy upon the public library that enjoys that admirable invention, a mill tax; upon the proprietary library where the personal convenience of the owners is an unanswerable argument for the desired expenditure, while he is penned in by poverty that stares him in the face whenever he would make an advance. Under these circumstances it is the ability, inherited or acquired, to tinker that mitigates the situation. Out of the odds and ends available some substitute can be got together. Take for instance the ever-recurring need of more shelf room. The ideal provision is an addition to the stack or a new building. Either is beyond his reach. Yet ingenuity may construct a new room among the rafters of the roof, or persistence win possession of disused rooms in other college buildings. To fit these with approved shelving would cost at the least \$100 for every 1000 volumes, an expenditure quite out of the question for him; but with the local carpenter, some spruce boards, and a pot of shellac, he provides the needed shelves at half this cost. It is a lamentable fact that the one characteristic of college libraries is poverty—those that have and get what they want can be counted on your fingers—yet since it is so, those who attempt to run them should learn how to tinker, not merely in these matters of material equipment but also in the serious and perplexing problems of the proper supply of intellectual resources.

In conclusion, how can the librarian learn to do these two things? How can he gain the receptive and the inventive cast of mind? There is no royal road, yet any one who has the earnest and persistent desire can follow the commonplace path which I have to recommend, namely, occasional intercourse with those who possess these qualities and a constant study of the lessons Dame Experience is ever giving her pupils.

SPECIAL TRAINING FOR CHILDREN'S LIBRARIANS.

I.

BY ANNIE CARROLL MOORE, PRATT INSTITUTE
FREE LIBRARY.

EVERY kind of specialized work presupposes, on the part of those who undertake it, personal fitness, general training in the general work of which the special work forms a part, and special training in the special duties to be undertaken. The main points to be considered, therefore, in the subject of special training for children's librarians, are :

1. Personal fitness, including general education.
2. General library training in its relation to special training for children's work.
3. Special training in library work with children.

Personal fitness.—Personal fitness for a given work may, and often does, supply a lack of special training for it, but no amount of special training can ever supply the lack of personal fitness.

The children's librarian should be first of all well educated, refined — but not too limited in her tastes — possessed of sound common sense, clear judgment, and a keen sense of humor, gifted, it may be, with that kind of sympathetic second-sight that shall enable her to read what is often obscure in the mind of the child.

If I were to be asked to make out a set of examination questions for the admission of students to a special course of training for library work with children they would be so formulated as to bring out the following points :

1. Some personal knowledge of children, based upon recollection of one's own childhood and upon contact with children.
2. Some personal knowledge of children's books, gained through actual reading of the books as distinguished from the knowledge acquired from the reading of reviews or of annotated lists.
3. Some personal appreciation of good pictures.
4. The recognition of related things and the tracing of their connection in books, in art, and in life.

The questions might be as follows :

1. (a) Characterize some of the people you

liked best as a child, mentioning the relations in which you knew them.

(b) Characterize some of the people you disliked, giving reason for repugnance if you had any.

(c) Have you outgrown your early likes and dislikes? Illustrate, if possible, by characteristic incidents.

2. Did you have many friends as a child?

3. Have you known any one child or group of children intimately within the past five years, and in what relation?

4. Did you as a child care for nature? and were you taught to observe carefully? Mention some of the earliest observations you are able to recall.

5. At what age did you begin to read? Mention, if you can, the first book you read with real enjoyment.

6. Did the characters in books impress you as a child with the reality of living people? If so, have you retained this faculty? Mention some notable instances.

7. What do you consider the 10 best books for children under 14 years of age?

8. Characterize the author and the style, and outline the story of one of the 10 as you would tell it to some child of your acquaintance.

9. (a) What kind of pictures did you care for as a child; that is, what subjects interested you most? Mention by subject any that you may remember.

(b) What kind of pictures do you care for now? Mention six by subject, giving the name of the artist, if possible.

10. (a) Mention six events or incidents of the Revolutionary War that you would choose to illustrate by pictures for children under 14 years of age.

(b) Mention 10 books — stories, poems, biography, or history that you would select to interest children in the Revolutionary War.

(c) Mention and briefly characterize three of the leading characters of the Revolutionary War with whose portraits children should become familiar.

Questions might be multiplied, but these, if taken in connection with reading aloud (both poetry and prose), would serve to bring out the main factors in library work with children.

Perception of the underlying principle of all true educational work (illustrated by question 10) might be very dim, but the capacity or the non-capacity for its development would be clearly evidenced by a paper written in answer to the above questions.

General library training.—The children's librarian can hardly have too much practice in chasing fugitive facts, in compiling reference-

lists, and in meeting different kinds of people in connection with a great variety of subjects.

She will need sufficient practice in all kinds of routine work to enable her to accomplish such work easily and with a well-regulated economy of time and strength.

In the classifying and the cataloging of her books and in the preparation of bulletins and analytical lists the children's librarian will put to the test her training in classification and in cataloging.

It has been possible during the past two years to give to the students of our general course in library training some practice in the more distinctive features of children's work.

They have been brought into contact with the children through the ordinary channels of waiting upon them. They have been brought into contact with the children's books by means of analytical work, by solving problems for individual children, and by making lists upon various subjects for children of varying age and of different tastes. They have been brought into contact with pictures by clipping from old papers and magazines, classifying the clippings by subject for exhibition work or for scrap-books. They have been given some practice in mounting pictures and in printing copies of the text to be used for exhibitions. They have analyzed the children's papers and magazines for the weekly bulletin, and new books have been offered for their inspection before being placed upon the shelves.

The class has listened to lectures upon the various phases of children's library work as carried on by other libraries. They have been directed to the best children's lists and to the best articles upon children's reading. Careful observation of their work, which, through lack of time, has been more or less superficial, and some comparison of experience strengthens our conviction that there is great need for a special training in library work with children; and this brings me to

Special training for library work with children.—I have outlined what seem to us to be the most urgent needs of the children's librarian:

Knowledge of children; of their books; of good pictures; and the recognition of their interrelationship, or a sense of the fitness of things.

These needs might be met, in part, in a

special course, with regard to the children, by a judicious alternation of practical experience with children and of reading and studying about them, and in the reading of poetry and biography; with regard to children's books, by actual reading of the books themselves and by a great variety of field work of the nature of that which is so admirably presented in the Cleveland "List for third-grade teachers."

It will be impossible to give to the special student of children's work a thorough acquaintance with children's books until we shall have become better acquainted with the books themselves rather than with their reputations, for we do not yet know our books well enough to use them as we might. Constant comparison of experiences by children's librarians concerning the books children of different libraries are reading, and have read, and what they think about them, would do more than anything else just now for the cause of children's reading. It is not enough to give students lists of best books or lists of tabooed books; they will need clear, definite statements regarding the *contents* of the books. If we are to be told, as we often are, that our children's histories are inaccurate, that their books of science are out of date or that they are filled with errors, that their stories are sentimental or sensational, that they are lacking in stimulus or that they are too stimulating—then we need to be told more. We need to know just where to find the good points and the weak points.

Is there not a tradition among librarians concerning children's authors and children's reading at present, and would it not be well worth while to begin to consider a list of children's books that shall be carefully evaluated by specialists and annotated by the children themselves?

With pictures there are possibilities as great, if not greater. The student should be taught to look at pictures from the double standpoint of their art value and their practical utility in the illustration of a given subject. One needs to be capable not only of recognizing, appreciating, and using the best when it is to be had, but equally capable of using the material at hand in the most effective manner possible.

There are many subjects which might enter into the special course of training for library work with children—story-telling, both reproductive and original, with pictures and without

their aid, would be worthy of consideration. Practice in the condensation of a subject without sacrificing the interest, if subjected to the searching criticism of the children, would be one of the most valuable parts of the training. This exercise might take the form of brief biographies, stories, or descriptions, to be used in connection with picture exhibitions and with scrap-books. By some such means, perhaps, we may come to the better solution of the most difficult of all our problems—enough interesting and well-written children's books to go around.

Some knowledge of the public school curriculum is absolutely essential, likewise a knowledge of local topography. The possibilities resulting from co-operation with teachers and parents, and some of the means of effecting such co-operation, should be pointed out. The relation of child-study and of experimental psychology to the problems of our work is yet to be determined. That a certain amount of practical psychology is essential to any successful work with children is beyond dispute.

The multiplication of subjects in such a course as has been suggested would defeat its very object, which is, training in clear thinking on the subjects of children, books, and pictures, and in the perception of their interrelationship, rather than in imitation and dependence on the letter of what has been taught or on mechanical devices. To be capable of understanding and appreciating children and of knowing what is inside of their books implies, of necessity, the power to bring them together, or, if needful, to keep them apart.

II.

BY F. M. CRUNDEN, LIBRARIAN, ST. LOUIS PUBLIC LIBRARY.

IN previous discussion on the subject of training for library work there was a consensus, expressed or implied, that training alone will not make a librarian, that the foundations of success in the profession consist of innate qualities, intellectual and temperamental.

The woman—I assume the children's librarian to be a woman—who takes up this particular branch of library work should possess certain added qualifications. In addition to the

intelligence, judgment, tact, enthusiasm, and self-devotion that all librarians must have she should possess a sympathetic nature and a winning personality, accompanied by a proper amount of personal dignity that commands respect, as her amiable and sympathetic qualities win affection. She should have a love for children that overlooks all lack of cleanliness or attractiveness, that overcomes all shrinking born of dainty refinement, and that sees in the dirtiest, most uncouth child the possibility of a useful, even a noble, man or woman.

Her training, like that of all librarians, should begin with a liberal education. That is a cardinal doctrine.

Her education should be of a kind to give her a wide interest in various fields of science and some exact knowledge in each.

She should have an intimate acquaintance with the best literature, as the only solid foundation of a correct literary taste and the only source of a broad culture.

The natural qualities presupposed would prevent her absorption in her own self-culture, which may become as selfish a pursuit as the accumulation of money. She would deem it her duty to acquire a direct personal knowledge of books likely to be suitable for children. She would, therefore, not rely on reputation, which is often misleading, and she would know what books to recommend for each particular case. Fortunate it is for the children's librarian, and for the young folks she serves, if she is aunt or godmother to several children, whose mental development and reading tastes she can closely observe.

As a finishing touch to her preparation, desirable, though not essential, I would suggest a short experience as a teacher. It is through the teacher that her larger influence must be exerted, and her own experience in this capacity will give her the teacher's point of view and aid her in securing that unity of effort that is most fruitful of results. She will know not only what are the difficulties encountered in the school-room, but also what difficulties exist only in the teacher's imagination or prejudice or lack of enterprise. The strongest argument as to the practicability of a thing is that you have done it yourself.

APPRENTICESHIP AS A MEANS OF LIBRARY TRAINING.

I.

BY W. I. FLETCHER, AMHERST COLLEGE LIBRARY.

BY apprenticeship here is meant, as I understand it, training in library work by doing library work, as opposed to the idea of training by special study.

On the face of the matter, apprenticeship has a great, almost overwhelming, superiority — it is *practical*. It generally involves what is called beginning at the bottom of the ladder. In its favor may be cited all the cases of successful merchants who began by sweeping out the store and carrying parcels, the railroad presidents who commenced as firemen, and the Lord High Admirals who first shipped as cabin-boys. The rough school of life has proved an admirable school for all these men, and they can doubtless better direct the labors of multitudes of men because they have themselves been in these men's shoes. So, in favor of apprenticeship for librarians it can be said that any man is a better librarian for having had experience at pasting labels in books, running through stacks picking out books for the patrons of the circulating department, dusting books and cleaning shelves, copying old shelf lists, opening parcels of books, and at all the minutiae of the commonest daily routine.

There is truth in all this, but there is also much truth on the other side. To offset the advantage of such experience as the "apprentice" has must be placed the fact that he must spend many hours and days doing over and over work in which there is no longer any training value except that which comes from the patient performance of tasks no longer interesting. Could the "apprentice" pass from one kind of work to another so fast as the former has lost its instructive value to him, apprenticeship would approach much nearer an ideal method of training. But it must be admitted that if the time spent on this repetitious performance of one task and another after it has been deprived of its educational or training value could be devoted to study it would count for much more as a preparation for the future.

Undoubtedly to many in the future, as it has been done to those in the past, apprenticeship will offer the only means for training, owing to the

exigencies of the case which require an immediate need of support.

But after all there can be no more reason for commending the apprentice system as superior to the technical school system in library work than in other occupations.

We now believe in giving the boys who are to be electricians, as well as those who are to be ministers, the best general and then the best technical training available. None the less must "apprenticeship" as a means of library training, fine as its results have been in the past, yield the palm to the more philosophical and more truly effective system of the library school.

II.

BY R. G. THWAITES, SECRETARY OF THE WISCONSIN STATE HISTORICAL SOCIETY.

ANY discussion of the apprentice system involves a consideration of the merits and demerits of the professional training school. To the would-be librarian the library school presents the obvious advantages of daily detailed instruction from, and stimulating personal contact with, teachers skilled in their art, and reasonably rapid progress along the pathway of knowledge, the pupil being employed upon details no longer than is necessary to acquire a certain facility therein. The disadvantages of such a training appertain to all professional schools, and are equally obvious. They include a lack of working familiarity with a many-sided public, which cannot be gained from lectures, and can only come from long experience and observation; a liability to undue influence from instructors who, however gifted and enthusiastic, are apt, from the nature of their calling, to be warped by fads, and to instil into their inexperienced pupils notions and methods which, though attractive in theory, may not stand the tests of the practical library world; and the cultivation of the opinion that the possession of a school diploma marks the finished librarian. Many a graduate has confessed to me that the first two or three years in the workaday library world were a disillusionizing period, when the edges had roughly to be filed down in order to fit practical conditions.

On the other hand, the apprentice moves

slowly, often tediously. Perhaps forgotten by her chief, whose time and attention are otherwise occupied, she remains an inordinate period in each stage of her work, no doubt mastering the details, but sometimes harboring the sentiment of the drudge. I can imagine a condition of affairs under which the ambitious apprentice might well chafe, and wish she had chosen a shorter though less practical road to knowledge. Yet, the apprentice who is under an ideal chief who displays an active interest in her, moving her along as fast as she is fitted, must inevitably obtain better all-round training, at least for that particular library, than the graduate of any school. In the nature of things, however, it is seldom practicable thus considerably to treat an apprentice, therefore the professional school will, despite its drawback, always find pupils.

Better, I think, than either method singly pursued, would be a combination of the two. Such a combination is found to work admirably in the legal and medical professions; and of course, in practice, this already obtains in our own. As I have already said, the graduate of the library training school must, before she can be regarded as a competent librarian, inevitably unlearn much that she has acquired at

the school, and learn many new things not possible there to be taught; in other words she becomes an apprentice after she becomes a graduate. There is a distinct loss in this order of procedure—a loss through the discouragement which always accompanies disillusionizing. We should adopt the young lawyer's or the young physician's method. Spend the year after college graduation—and I hope the time is not far distant when few librarians will resolve to enter upon their novitiate without a college training or the equivalent of it—as an unpaid apprentice in some live library (a library with a training class preferred); study the methods in vogue, try to understand something of the art of dealing with the public, endeavor to get thoroughly in touch with the spirit of library work as a profession, and thus go up to the library school with some practical understanding of what it is all about. The vacations of the school should also be spent, again without expectation of salary, in the service of some large library. Experiences of this sort, intermingled with correcting and applying the theories of the school, should soon convert the carefully prepared graduate into a serviceable library worker, her period of disillusionizing reduced to the minimum.

INSTRUCTION IN THE USE OF REFERENCE-BOOKS AND LIBRARIES.

IN NORMAL AND PREPARATORY SCHOOLS FOR TEACHERS.

BY EMMA LOUISE ADAMS, LIBRARIAN OF THE PLAINFIELD (N. J.) PUBLIC LIBRARY.

BEFORE training in the use of libraries and reference-books can form part of the school system it is evident that teachers must be prepared to give such instruction.

There are in the United States nearly 400 public and private normal schools, with a yearly enrollment of over 84,000 pupils. Many of these students have not had even a high school education, and come from districts whose educational facilities are of the slightest, and where libraries, beyond the scant and often poorly selected school libraries, are unknown. The importance of incorporating instruction in the use of books in these schools will thus be seen.

While this instruction need be but elementary,

it should be sufficient to bring about two ends—a recognition of the public library as an important adjunct of the school system, and a familiarity with the best and commonest-used reference-books, that will enable teachers to use to the best advantage the books to which they have access, or to make valuable their recommendations for school or public library.

The normal school should possess a carefully selected library, whose librarian, as well as the regular instructors, should be able to impart both knowledge and enthusiasm. For upon the librarian usually falls the training in the use of the library, and upon the instructor, training in the use of books.

Briefly, such a course should include: (1) Care of books, mechanical make-up, binding, quality of paper, typographical appearance, standing of the better-known publishers in these respects. (2) The book itself, uses of the

title-page, preface, table of contents, introduction, and index. (3) Reference-books, beginning with the more general and commonest-used types, as dictionaries, encyclopædias, and atlases. A selection should be made of each class, and the individual merits compared and noted, until the student should know at once in which to look for information on a given subject. Special reference-books would naturally be studied at the same time as are the subjects which they cover, together with the value in these special fields of the more general reference-books. (4) Uses of index-books, as periodical and newspaper indexes, "A. L. A. index" and supplements, indexes of government publications, catalogs of large libraries, etc. (5) Instruction in children's reading. A teacher should know not only what books to use to illustrate a topic, but also what books to recommend for recreative reading. This is important. (6) The value of the best books, reference only in a larger sense, in illustrating a topic, and how to find out which these are.

So trained, the teacher of English history, for instance, if unable to find the special reference-books on the subjects, will know how to use to the best advantage the more general ones, as the *Britannica*, Larned, "Dictionary of national biography," etc.; in which history to look for illustrations of English life from contemporary sources; how to find which books on a given subject are most exhaustive, which most popular in treatment, and which to be recommended with a word of warning as to individual bias of the author. She will also know where to find stories or poems illustrative of some noted person or event.

Rightly taught, this course should be not only thoroughly helpful and suggestive, but broadening and stimulating. Out of it would naturally grow an appreciation of the public library and a desire to use to the full the facilities which it offers.

The need of library rules and regulations should be explained, together with the usual teachers' privileges, and various forms of co-operation with schools. Naturally, the usage in this respect of libraries in the state in which the normal school is situated would receive special attention, as well as the state laws respecting school libraries.

Library methods of making their contents

known, the card catalog, bulletin-boards, etc., enough of the Dewey and Cutter classifications to enable users to help themselves in open-shelf libraries—all this should be taught. The normal school should have for examination by students a collection of finding-lists, bulletins, and lists prepared especially for assistance in school work.

Such a system in operation in all our normal schools, modified as experience and individual needs would suggest, could not fail to advance rapidly the work of co-operation with schools and a more intelligent use of libraries.

REPORT.

Owing to the fact that but 20 replies were received in answer to a circular letter of inquiry sent to over 40 of the foremost normal schools, I can make but a partial report of the actual work being done in this line.

The states represented are 12, namely: California (2), Colorado (1), Connecticut (1), Illinois (1), Iowa (1), Massachusetts (1), Michigan (1), New Jersey (1), New York (4), Ohio (1), Pennsylvania (3), and Wisconsin (3).

All of these have libraries ranging from 500 volumes to 19,000, an average of 7400. Apparently when there is a good public library in the vicinity the school pays less attention to building up a collection of its own. These are chiefly reference libraries, although in some of them books are circulated at certain times or for a very limited period. Frequently the students have access to shelves.

In answer to the question "What instruction is given students in the use of reference-books?" but one reports "None." Nine report informal or individual instruction, and 10 do work ranging from informal talks by librarian or heads of departments to the compilation by students of lists of all books, articles, etc., in the library on a given topic. In several cases these are put in such form as to be accessible for future use. Ypsilanti reports that books are brought into the class-room and explanations made as to their use, relative value, etc.

Instruction in the use of libraries usually devolves upon the librarian, who gives it chiefly by talks and by personal assistance. Five report special instruction in the use of card catalog, classification, shelf-lists, bulletin-boards, etc.; 5 report personal aid, which, as one librarian significantly adds, "means that we give special assistance every day." In Whitewater, Wis., the custom of having students serve as apprentices has been popular.

Several publish for the use of students circulars of information relating to the library. A notably good one is that of the Indiana normal school, in which is set forth clearly and briefly the purpose and aim of the library, with explanation of the card catalog, classification, indexes of periodicals, etc. Greeley, Col., in ad-

dition to instruction in the classification system, very practically gives advice as to the choice of school-room libraries. One enthusiastic graduate of the New York State Library School gives instruction in library work. Several appear to think that practice in the use of the library is all that is necessary.

Most satisfactory is it to know that in all but two of these institutions instruction is given in children's reading, both recreative and supplementary. This usually comes under the department of methods, and is done chiefly by the preparation and discussion by pupils of lists of juvenile books. The Wisconsin superintendent of instruction publishes annually a list of books for district school libraries, and after these have been read they are discussed by pupils.

Thus it will be seen that although these replies represent but a fraction of the normal schools, and that even in these the work does not assume the importance which we believe is due to it and hence is not done so methodically and systematically as it otherwise would be, nevertheless a very considerable beginning has been made, which we cannot doubt will be increased as its advantages are more perceived by us.

IN HIGH SCHOOLS.

I.

BY ANNE SEYMOUR AMES, LIBRARIAN OF THE MT. VERNON SEMINARY, WASHINGTON, D. C.

So much has been said about the need of bibliography in a school curriculum and the possibilities of a professorship of books and reading that I have confined myself to the specific work of one school, to a personal experiment made this past year in Washington, not in a high school, but in one of the broadest and best private institutions in the country. Its grade is that of Ogontz, its register shows the names of about 125 girls, while its library is unusually well stocked with reference-books, with magazines, bound and current, and with standard works of literature and history. The librarian was given untrammelled permission to put her experiment on probation for a year, and by Oct. 1, 1897, the Washington school opened with a department of bibliology, and work was mapped out for the entire year.

There were four distinct library lines: 1, Lectures on books and literary institutions; 2, Reading lists in connection with class work; 3, Current events by means of talks, discussions, and daily bulletins; 4, The regular duties of a reference librarian.

By half-past 10 daily the bulletin-board con-

tained a gleanings of the morning paper's best news, grouped usually under the two headings, *Foreign* and *Home*. Short notes, whenever necessary, were inserted to enlighten obscurities of fact or location, as, for example, in recording the annihilation of an Abyssinian army by 3000 Somali seven lines were added to define the location, area, condition, and religion of Somaliland. Everything that could be procured in the way of maps or illustrations was utilized. The opening of Congress was signalized by pictures of prominent congressmen grouped around Vice-president Hobart for the Senate and Speaker Reed for the House, with a forecast of important measures likely to be passed during the session and a synopsis of the president's message.

There were two general discussions by members of the school. One was on the annexation of Hawaii, and took the form of a public debate. The other, on the mayoralty issue in New York City, was emphasized because, although the campaign was local, the principles involved were national. Spirited mass-meetings were followed by a mock election carried out in every detail.

The librarian gave four current events lectures on: The Spanish war in its geographic and international importance, with the relative strength of the two navies; Rival claimants for the Spanish throne; Parties and statesmen in Spain; Clara Barton and the work of the Red Cross.

There were special bulletin-boards, with maps, statistics, and condensed accounts, for: The Behring Sea controversy; The Alaskan gold fields; Important events of 1897; Necrology of 1897; The Spanish war.

A second phase of the library experiment was its bibliographic work. Any teacher who wished to give her girls supplementary reading in connection with class study could have a special shelf in the reading-room reserved. All the books and magazine articles in the library bearing on that subject were put on this shelf, and a bibliography giving exact page references appended.

The most direct library feature, however, came through the chapel lectures which were given twice a week to the whole school. The first eight were on books of reference, and the two things that regulated the choice of topics and books from such a bewildering mass of

material were the needs of the school and the equipment of the library. As far as possible, too, the well-selected books already on the reference-shelves were chosen so that practical use could be substituted for theoretical knowledge.

The first talk was on "How to make periodical literature available," and Poole, the "Annual literary index," and the "Cumulative index" were all taken up. The second lecture, on "The best encyclopædias," was made very practical, and was supplemented by notes on the bulletin-board which the girls copied. For instance, in the "Encyclopædia Britannica" such facts were brought out as that articles were written by specialists; that large subjects were put under one general head, and hence that minor topics would not be alphabetized under their own name; that there were no biographies of living people, and that the index volume was indispensable, not only in giving minor references, but in grouping all that could be found in any volume on that subject.

A selected list of biographic dictionaries was first explained in a lecture on "Biography; its value and text-books," and then posted on the bulletin-board to be copied and used for reference.

Two talks were given to "Handbooks of general information." Books of quotations, of course, had to have a separate lecture, while the subject, "How and where to find the best and most authoritative current events," seemed to interest the girls especially.

The Christmas month suggested book reviews, and one of the best booksellers in the city cheerfully agreed to exhibit at the school, on the day of the lecture, all the books that were discussed. One talk was on recent juvenile literature, the other five in the course did not specialize, the object being to give a proportion of solid and lighter reading in each lecture.

In the long winter months three courses were taken up. The first was on "Three great literary institutions": The French Academy; The Sorbonne; The University of the State of New York. The whole school was held responsible for these lectures, and a much-dreaded chapel quiz came every second or third lecture morning. The next course was on "The making of a book," and covered nine lectures. The first, on "Gutenberg and the invention of printing,"

brought in also the subject of block-books. The second took up "Caxton, the first English printer." "Prince printers of Italy" introduced us to the Aldi, and the Elzevirs were behind them only one lecture. "William Morris and the Kelmscott Press" was an enchanting subject, while "The making of a Bible" gave acquaintance with the great codexes, which were met again in the talks on famous libraries.

There were two lectures on "Book illustration"; one practical and elementary on the history and processes, the other on modern illustrators. The last lecture in this course, on "Ex libris," was not purposeless, since if the fad for book-plates should spread among so many girls of means, what more encouraging start for as many personal libraries?

Last of all was the course on "Some famous homes of books," covering eight lectures and three quizzes, on the following subjects: Ancient libraries; Mediæval libraries; The British Museum (two lectures); The Bibliothèque Nationale; The St. Petersburg Imperial Library; The Vatican; The Library of Congress.

During the coming year the class-work study of books of reference and of leading literary magazines in their animus, staff, and book reviews is to be made a required part of the senior course. Weekly lectures to the whole school are to be given on current events, while the bibliographic and bulletin-board work is to be extended.

While this library venture has been truly pioneer and experimental, yet its popularity among the students is its earnest for betterment and expansion.

IN HIGH SCHOOLS.

II.

BY JOSEPHINE A. RATHBONE, PRATT INSTITUTE
FREE LIBRARY.

As my text I have taken an editorial which appeared in the *LIBRARY JOURNAL* for April, 1898, emphasizing the need for elementary bibliographic training in high schools; training in the use of ordinary reference-books, dictionaries, encyclopædias, atlases, etc. "Nor," to quote, "would such instruction add another study to an already crowded curriculum, for, wisely planned, it could be combined with other studies, history, geography, English, in such fashion as to impose little effort and to bring forth admirable results." But the writer adds,

"it is one of the things that is not being done." I ventured to believe the last statement too sweeping, because I knew just such work had been carried on successfully in the Pratt Institute High School for several years, and when this opportunity offered I determined to see if other high schools were not awakening to the importance of training their students to use bibliographic tools.

Accordingly, lists of questions were sent to about 40 of the leading high schools of the country asking what were their library facilities, whether they gave systematic instruction in use of reference-books, to what extent students were referred to reference-books in connection with their studies; whether the students were encouraged to do collateral reading, to look up assigned topics, and collect and sift material, using the library as a laboratory; with what studies such work was carried on, and whether such instruction in the use of the library was given by the teachers or by the librarian.

Replies were received from about 30 high schools, and while some of the answers were blank or monosyllabic, many full, generous, detailed replies showed that such work had been done and that the subject was one of interest on which much thought had been expended. To the question, "Is there a systematic effort in your school to train the students in the use of dictionaries, encyclopædias, atlases, etc.?" 15 high schools replied affirmatively; seven others said that it was done incidentally or in individual cases; while only six returned a negative or blank response. In four cases it was stated that more systematic work in this direction was planned for the coming year or in the near future.

It seemed a hopeful sign that in those high schools where the best work was done the position of librarian was of recognized importance. In three cases the librarian had full charge of the work of training students in the use of the library, and in five other cases the librarians assisted the teachers. It is not so very long ago that the care of the college library was incidental to some professorship, and to now find high schools with their own librarians is indeed encouraging. A table showing full details of the answers to these questions is appended.

In the Pratt Institute High School this train-

ing in the use of books is carried on by the departments of English and history. Its aim is, in the freshman year:

1. To show the student how to study; to give familiarity with dictionaries, encyclopædias, atlases; to make clear their arrangement, indices, etc.; to use them in map-drawing and laboratory work.

2. To introduce the students to the library for laboratory work throughout the course. (a) To routine of the circulating department; (b) To reference-books, Poole's index, biographical dictionaries, etc.; (c) To the photographs and illustrated books in the art reference department.

3. Such laboratory work to consist of library reports (*i.e.*, reports based on work done in the library) on themes suggested by the work. Effort at brief original composition, including, besides the regular routine: (a) Sifting material; (b) Letter-writing; (c) Brief biographies; (d) Word histories; (e) Original imaginative work.

In the sophomore and junior years the laboratory work is increased by: (a) Written class reports; (b) Oral summaries of reading done; (c) Reading aloud of selections made from authorities found in the library; (d) Reference-lists compiled by students in the library.

The second week of the year is devoted to introducing the freshman class to the library. The students are brought over in small sections, taken to the different departments, shown the use of the card catalog, are taught where to find the dictionaries, encyclopædias, biographical reference-books and atlases, and each pupil is given some problem to look up connected with the lessons of the previous week.

To stimulate interest in language, and at the same time to take the student to the reference-books, the teacher tells them the derivation of words having an interesting story, like *echo*, *narcissus*, and tells them to find out and bring into class the history of other words. In response to the inevitable question, "But where shall we find them?" they are told how to use the dictionaries, encyclopædias, classical dictionaries, etc. Thus the desire is created first, and they soon learn to use the books that meet their needs. An introduction to the atlases follows a request that the students bring in maps illustrating some book they are reading in class, as "Tales of a traveller," or "Ivanhoe," or the requirement of a map in which the location of Sherwood forest may be seen.

Later on comes practice in collecting and sifting material for brief biographies. Facts are collected by several students and assorted, sifted, and arranged by an editor (each student in turn). Distinguishing characteristics of the person chosen for subject, incidents showing habits, thought, etc., are retained; lists of dates, traits common to most men, prosy details, are rejected, and the whole woven into a complete sketch. Debates on subjects germane to their work form part of the course in junior English, preparation for which creates a demand for "Poole's index," Matson's "References for literary workers," and "Briefs for debate."

Laboratory work plays an important part in the historical courses as well. At the beginning of each course talks are given on the reference and standard books of the subject, and evaluated lists furnished each student for collateral reading, reports on the progress of such reading being made from time to time. Special topics are assigned each student to report on. Preliminary to making his report a list of articles on the special subjects compiled by him at the library is submitted to the teacher, and it is required that each report be accompanied by a list of the authorities on which it was based.

As a result of the bibliographic training thus received the reference librarian testifies that the pupils of the high school are the most persistent, faithful, and intelligent users of the library. That such work, instead of increasing the burdens of the students, adds new zest, interest, and life to their studies, one has only to visit the class-rooms of the Pratt Institute High School to become convinced.

REPORT ON LIBRARY WORK IN HIGH SCHOOLS.

The following questions were sent to certain high schools:

1. Have the students of the high school free access to a library either

(a) Connected with the school itself, or

(b) A free public library?

2. Is there a systematic effort to train the students in the use of dictionaries, encyclopædias, atlases, etc.?

3. Are they referred to the important reference-books in connection with the different subjects of instruction?

4. Are the students encouraged to do collateral reading in connection with their work, to look up assigned topics, to collect and sift material, using the library as a laboratory in which to experiment?

5. Have you any special methods for carrying on such work, as lectures, problems, etc.?

6. In connection with what special branches of your courses of study is such work carried on?

7. Is such instruction given by members of your teaching force or by persons connected with the library?

SELECTED ANSWERS RECEIVED.*

Question 1:

1. A free public library, supported by board of education, located in high school building.

2. Besides several libraries in the school building, and the public school library, each class-room is equipped with "Webster's unabridged," four encyclopædias, several atlases, gazetteers, Hayden's "Dictionary of dates," etc.

3. Pupils use New York Free Circulating Library to a certain extent, and special privileges are hoped for in the near future.

4. School opened in September, 1897, and work along these lines has not yet been organized.

5. Next year school will enter a new building, where there will be a reference-room and more systematic effort to teach pupils the use of a library.

Question 2:

6. There is an unsystematic effort, and consequent result dependent on department heads, and these vary in their requirements.

7. A definite system, though contemplated, has not as yet been undertaken.

8. In every study the use of the library is encouraged. In some subjects the teacher provides a kind of card catalog of topics by cross-references to such material as we have.

9. Librarian gives talks to students in groups and does much individual work. We shall have more systematic work after this year than has been practicable in the past.

10. The school librarian meets each class in the library two or three times at the beginning of the year. At these meetings the use of the works of reference is explained, the different departments of the library are taken up somewhat in detail, the books shown and commented upon, and practical exercises are given to train the pupils in the matters presented.

11. To some extent there is room for improvement. They use the books *hard* if not *well*.

12. There is an effort to do so through talks and sending pupils to the library to do some reference work. The school enters a new building next fall, in which there will be a reference library room, and it is hoped this will afford further training in a more systematic way than now possible.

Question 3:

13. It is the practice of our teachers to prefer that their students shall collect their material from standard works on special subjects rather than from encyclopædias, etc.

*The number of each answer will be found in its proper place in the following table.

14. More generally done in some departments than in others.

Question 4:

15. With exception of word "laboratory."

16. Material for term essays for nearly all courses except mathematics is furnished by the library. Collateral reading required, in literature, English, and science. In English, a certain number of books required to be reported on.

17. School board supplies a number of books for supplemental reading. The students are not only encouraged to read; it is a requirement. Collecting and sifting material is work for mature minds.

18. Every teacher advises her pupils with regard to a continual and judicious use of the books and requires them to follow her advice.

19. Besides several thousand books of our own we have a special set of 2000 books. These are in sets of 30, mostly in literature, German, English, and Latin, so that a class may take the entire set at one time.

20. Course 6 in history (English) and course 8 in history (American) consist almost entirely of this kind of work.

21. In the English and history departments this method of study is used, but so as to leave a good opportunity for independent reading on books they select and on which they report.

Question 5:

22. One teacher gives one or more talks on the use of dictionaries. The assistant librarian of the library of Michigan University asked and received permission from the board of education to give a series of talks to the students of the high school, but pressure of work has so far prevented its accomplishment.

22. Regular drill in the use of the library for such purposes has been contemplated and will probably be carried out in the near future.

24. Special topical work, giving each pupil the opportunity of individual study of some one subject.

25. Much of our essay work in the third year is based on history.

26. Not yet established, but we are working toward that end.

27. In the biological and physical departments the pupils are expected to prepare lectures, the material for which comes partly from laboratory work and partly from research in the library, the books to be used being generally named to them. This is also done in the department of history, where topics are assigned for investigation. It is a method very largely followed in the classical department.

Lists of works especially helpful, pertaining to any general subjects, to which the attention of the pupils is directed for some little time, are usually posted in the recitation-rooms where such work is being done. A catalog of the books in each department is also found in the rooms belonging to such department. The work is all done under the direction of the

librarian, who is a member of the teaching force.

28. Writing of themes and essays in preparation of which collateral reading is necessary. In history, students are required to prepare a progressive series of historic maps.

29. We have had no formal lectures or problems, but informal talks in the separate school-rooms. There is a strong effort being made to train pupils to use the very valuable free public library in this city. Lists of references to good books in this library are being printed and distributed, and these books are placed in a separate department of the public library where pupils may have free access to them. Pupils are expected to read at least one of these books a month.

Also, our teachers hand lists of books to be used for reference in connection with class work to the librarians, who kindly place the books on different tables in the reference-room of the library for the free use of the pupils.

The lady at the head of the history department in this school found out that the public reading-room was not used by pupils as it should be. She required each of her pupils to make for her an original plan of the reading-room. In this way the pupils were obliged to become familiar with the room, which might be the first step toward its use.

This school enters a new building next fall, in which there will be a reference library room, and it is hoped that this will afford further training in a more systematic way than is now possible. At the beginning of this school year all the pupils in the school were required to fill out blanks concerning their reading during the long vacation. Although some very good reading was done, especially by the *entering* class, it was evident that the public library was not used as it should be. Next year some talks may be given to pupils on the subject.

Question 7:

30. No answer will do full justice to either librarians or teachers, owing to the novelty of the subject and our failure until this moment to realize the value of an affirmative answer to question 2.

31. The library aids us greatly by reserving such books as any teacher may desire in alcoves where they may be consulted. We have never arranged for such instruction; it could be done to advantage.

32. In all history, rhetoric, and literature classes direct instruction in use of the library is given. Next year we propose greatly extending the work of the librarian, who will meet all the students of the school.

33. One teacher takes charge of the library and assists any who need it in their work.

34. This informal instruction or effort to interest and train pupils to use the public library is largely the work of teachers, but the librarians are interested in it and are very helpful.

TABULATION OF ANSWERS RECEIVED.*

PLACE.	SCHOOL.	Question 1.	Question 2.	Question 3.	Question 4.	Question 5.	Question 6.	Question 7.
Allegheny.....	H. S.	Both.....	Not systematic, 6	.....	Yes, ¹⁵	Vary with teachers.	History, English, German.	30.
Ann Arbor.....	H. S.	<i>b</i> , ¹	In individual cases.	No, ¹³	Yes, ¹⁶	No, ²²	Literature, English, History, Science.	Mainly by librarian.
Baltimore. Western Female High School.		Both, ² ...	Yes.....	Yes.....	Yes, ¹⁷	Special methods.	Every department.	Teachers.
Boston. Girls' High and Latin School.		Both.....	Incidental.	In some subjects.	With certain subjects.	.....	.....	Teachers.
Boston.....	Pub. Lat. S.	Both.....	Yes.....	Yes.....	Yes.....	.....	.....	Teachers.
Brooklyn.....	B. H. S.	<i>b</i>	In individual cases.	Yes.....	To certain extent.	No, ²³	History, English.	Both, mainly by librarian.
Brooklyn.....	Erasmus Hall.	<i>b</i>	Yes.....	Yes.....	Yes.....	Yes.....	.....	Both.
Brooklyn.....	Pratt Inst. H. S.	<i>b</i> , ¹	Yes.....	Yes.....	Yes.....	See ante	History, English.	Teachers with aid of reference dept.
Buffalo.....	H. S.	Both.....	Yes.....	Yes.....	Yes, ¹⁸	No.....	.....	.....
Chicago.....	H. Schools.	<i>a</i> , in some schools; <i>b</i> , also.	No.....	Yes.....	Yes.....	No.....	Literature..	.....
Cleveland.....	H. S.	Both.....	Yes.....	Yes.....	Yes, ¹⁹	Yes.....	Literature, English, German, Latin.	Librarian assisted by teachers.
Columbus, O.....	H. S.	Both; <i>a</i> , small.	No.....	To books in school lib.	In certain courses.	No.....	History, English.	.....
Des Moines, West.....	H. S.	Both.....	No.....	Yes.....	Yes.....	No.....	History, Natural science.	Teachers.
Denver.....	H. S.	Both, ¹	Yes, ⁸	Always..	Yes.....	Yes, ²⁴	History, Literature, Science.	31.
Detroit.....	H. S.	Both.....	Yes, ⁹.....	.....	To fullest extent, ²⁰ .	See <i>g</i>	History, Language, Literature, Rhetoric.	Both, ³² .
Evanston, Ill.....	H. S.	Both.....	.....	Yes.....	Yes.....	²⁵	History, Literature.	Teachers.
Hyde Park, Ill.....	H. S.	Both.....	No.....	Yes.....	Yes.....	No.....	.....	³³ .
Kansas City.....	H. S.	<i>b</i>	Not entirely systematic.	Yes.....	Yes.....	²⁶	History, Literature.	Both.
Milwaukee.....	H. S.	Both.....	Incidentally.	Yes.....	Yes.....	No.....	English, History.	.....
Minneapolis.....	H. S.	<i>a</i>.....	.....	Yes.....	Yes.....	No.....	.....	.....
New York.....	B. H. S.	<i>a</i> , ³	Yes, ¹⁰	Yes, ¹⁴	Yes.....	²⁷	Classics, History, Science.	Librarian.
New York.....	G. H. S.	<i>b</i> , ⁴	Incidental to other work.	To limited extent.	Begun in some departments.	No.....	.....	.....
Philadelphia.....	Central H. S.	Both.....	Yes.....	Yes.....	Yes, ²¹	No.....	English, History.	Teachers alone.
Philadelphia. Central Manual Training H. S.		Both.....	Yes.....	Yes.....	Yes.....	Yes, ²⁸	History, Literature, Science.	Teachers.
Pittsburgh.....	H. S.	Both.....	.....	Yes.....	Collateral reading but hardly laboratory work.	.....	Every department	Teachers.
Portland, Me.....	H. S.	Both.....	Yes.....	Yes.....	Yes.....	No.....	.....	Teachers.
Providence.....	H. S.	Both.....	Yes.....	Yes.....	Collateral reading.	No.....	Civics, Economics, Psychology.	Teachers.
Springfield, Mass.....	H. S.	<i>b</i> , ⁵	Yes, ¹²	Yes, part of regular work.	Yes, except not much sifting material.	²⁹	English, History, Classics, Science.	34.
Utica, N. Y.....	H. S.	Both.....	Yes.....	Yes.....	Yes.....	No.....	.....	.....

* Superior numbers given in table refer to fuller answers, which precede this tabulation.

IN COLLEGES.

BY G. T. LITTLE, BOWDOIN COLLEGE LIBRARY.

COLLEGE librarians have the advantage, in their respective college faculties, of a number of experts who are directly interested in the proper use of the library by students, and whose assistance in accomplishing this end can and ought to be obtained. Real, active, and continuous co-operation between professors and librarian is essential to successful work in this direction.

Without attempting to elaborate a statement with which all will agree, I wish to mention three points which personal experience has forced upon my attention.

The first is, the need, in some cases, of very elementary instruction. In every freshman class there are a few students, otherwise well prepared, who think that an English dictionary is merely to show them how to spell a word, who rarely consult an encyclopædia, and who never heard of "Poole's index." Upon them the ordinary introductory lecture, setting forth the varying character and scope of dictionaries and encyclopædias, is almost wasted. Yet to such the librarian especially owes his aid, as does a teacher to the pupil that does not realize he is near-sighted. Unfortunately, the remedy is not so simple as a prescription from the oculist. To apply it means great expenditure of tact, of time, and of toil. When there is good material in the patient, the glory of the cure is worth the trouble it has cost.

My second point is, that sometimes a tendency appears in college students to neglect or underrate the authority of ordinary books of reference. This in a measure may be due to modern methods of instruction. In breaking away from the text-book, and in seeking information from actual experiment or from original sources, the immature mind is occasionally confused as to the best channel in which to obtain new facts. The professor in history gives a boy a topic for investigation. He charges him not to go to the encyclopædias or general histories, but to verify every statement from

first-class, if possible from the original, authorities. The lad remembers his instructor's slighting allusions to mere compilations, and forgets that the purpose of the exercise was to train his own powers of judgment, selection, and expression. Hence he has recourse to the census of the United States to find the population of some town which Lippincott's gazetteer, standing at his elbow, would give him just as well. He asks for an exhaustive work on the flora of Switzerland, when all he wants is to know the scientific name of alpen-rosen. He writes letters to friends in other colleges to ascertain their college colors, though a more authoritative statement is at hand in the *World almanac*.

The college librarian, by having a considerable amount of reference work done under his own eye and in replying to questions asked him, can keep this laudable impulse to go to the bottom of things from interference with the more usual and expeditious methods of obtaining desired information.

My third point is, that there should be a constant effort to increase the number of reference-books used by the student. College boys are naturally lazy. Having become accustomed to one reference-book which is fairly responsive to their inquiries, they do not trouble themselves to get acquainted with another of the same class. Now, however excellent a reference-book may be, it should not be allowed to act as a barrier against other supplementary works. For instance, in searching for brief articles I find many students inclined to stop short after consulting "Poole's index." Nor is it to be expected, perhaps, that they should pass on to use the "A. L. A. index," the catalog of the library of the Peabody Institute, or the subject index of the library of the University of California, unless they have been previously encouraged to use these volumes as possible helpers. In a word, besides introducing your students to well-known personages on the reference shelves, see that they have at least a speaking acquaintance with others not so famous.

BOOKS FOR THE BLIND.

BY H. M. UTLEY, LIBRARIAN OF THE PUBLIC LIBRARY, DETROIT, MICH.

THE fact that there are several distinct forms of types used in printing books for the blind complicates somewhat the question of supplying them for use in public libraries. Ordinarily a library which undertakes to provide a supply of such books cannot do so in each of the several systems of print, and so it is certain to disappoint some readers. It is unfortunate, though not surprising, that there should be a variety of forms of printing. These have been invented independently by persons who have become intensely interested in the matter. All the systems in use in this country have been developed during the current century. In fact, most of them have reached their present stage in quite recent years. They have been undergoing a process of evolution. They are now being tested on an extended scale and are likely to illustrate again the survival of the fittest. We may hope that within the next 25 years educators will have settled down upon the one thought to be on the whole best adapted to the purpose, and then the present complication will have disappeared. What the winning system will be is a matter of opinion. It is a question which it is not worth our while to discuss here.

The pioneer of these various forms of printing was Valentin Haüy, who in 1786 issued in Paris his first book embossed with letters closely resembling the beautiful legal manuscript of the time. The book was produced with very great labor, the printed pages being gummed together back to back. Haüy admits that he had seen a letter printed by Mlle. Paradies from type made for her by one Kempellen, but no one before that time had ever tried seriously to make printing available for the blind.* Following this achievement of Haüy various attempts at printing were made, both in England and in this country, notably at the Pennsylvania Institution for the Blind, with types modelled somewhat after the same forms. In this latter institution the type ultimately assumed almost exactly the form of Roman capitals. In Great Britain an alphabetic system was devised by James Gall, a printer of Edinburgh, using only

the lower-case letters of the Roman alphabet, modifying the outlines slightly into angles. This was later superseded by the alphabet invented by William Moon. His letters were for the most part arbitrary symbols, using the Roman letters as bases. A considerable number of books were printed in the Moon type, and it is used to this day quite extensively in England. Dr. S. G. Howe, of Boston, devised an alphabet about 50 years ago, using both Roman capitals and lower case, modified into slightly angular shape. This form of printing has been the most extensively used of any in this country in recent years, and is quite largely employed at the present time. The Friedlander system first used in the Pennsylvania Institution was subsequently modified so as to include both capitals and lower case, and a large number of books have been printed in Philadelphia in this form of type.

There are several serious objections to these systems of embossed letters, whether of the Moon type or the Boston or Philadelphia forms. They occupy so much space that the volumes produced are necessarily exceedingly bulky. Of course, the printing can be upon one side of the page only; the letters must be large and distinct from each other. Some idea of the character of this printing may be gathered in the fact that the whole Bible printed in the Moon type makes 65 thick folio volumes. Then, it is found that the reading of this print is exceedingly slow and tedious, even in the case of experts. The fingers must be passed entirely over each letter to get its exact shape, and this requires time. Persons whose fingers have become calloused with work or with age make out the letters with great difficulty, if at all. The books are printed upon a light manila paper, which is strong and presents a hard surface.* But with much reading the letters become worn down so as to be illegible.

A most serious objection to these systems of Roman letters or variations of them is that they cannot be written by blind persons. Mlle. Mulot, of l'École des Jeunes Aveugles, of Angers, France, has, however, recently devised a

* Mary C. Jones in *Scribner's Magazine*, 12: 375.

frame, or stylographic guide, by means of which a blind person can write upon a sheet of common note paper, printing the ordinary form of letter. The paper to be written upon is placed upon a sheet of blotting paper with a sheet of carbon paper between. The stylus brings the letters out in relief upon the note paper, so that they can be easily read by the blind; they are also slightly colored by the carbon paper, and so are easily read by the eye. This system is claimed to have great advantages over any system of arbitrary characters which can only be read by those who have learned them. A writer in the *Catholic World* of April, 1895, laments that this system has not received recognition from teachers of the blind in France, which neglect he attributes to jealousy. In fact, the element of jealousy appears to have entered largely into the adoption and rejection of the several systems. Even Dr. Howe could see nothing of good in any system but his own. Apparently the battle of the systems is still on, and this must be taken into the account by any library which is considering the question of supplying books for the blind.

The systems which now meet with most favor among educators of the blind in this country are the Braille and the New York point. The former is not exactly the system proposed by Louis Braille, about 1836, but is a modification of it, as his was an adaptation of a system invented by Charles Barbier in 1819. The principle, however, remains the same through all the modifications. This consists of combinations of six dots or points in two parallel vertical lines of three each. These six points can be combined to give 63 different signs, including accents, punctuation, figures, algebraic signs, musical notation, etc. After the 26 letters of our alphabet have been used this leaves a margin for a number of phonetic word or syllable signs of most frequent use. The New York point, so called, is the invention of Mr. William B. Wait, superintendent of the New York Institution for the Blind, who, some 30 years ago, adopted the principles of the Braille point. He discarded, however, the fixed cell and placed his six points in two horizontal, instead of vertical, lines. The advantage of this is found in a combination of cells as well as points, and it is claimed also a saving of space, though this latter claim is not universally conceded.

The space gained in printing in points as

against the line letter is enormous. Although the printing can be upon one side of the leaf only, one of Shakespeare's plays is given complete in an oblong 12mo about 3 inches thick. The printing is upon bond paper of fine texture and stands use for a very long time without becoming defaced. The paper is not perforated, but is so indented as to bring out the points in sharp relief. On account of the embossed surfaces it is necessary to fill out the back of the book with stubs. This makes the book quite thick and apparently bulky, but it is very light and not at all troublesome to hold in the hand. The ease and rapidity with which point print can be read are greatly in its favor. The points are so distinct that the finger covers a whole character at once and recognizes it immediately. One familiar with the letters can read almost as rapidly as common print is read with the eye. I personally know of a case in which a man upwards of 60 years of age, becoming entirely blind within the last three years from the effects of la grippe, learned the Braille alphabet within a few days and is now able to read books printed in that type with tolerable fluency. He had been a workingman all his life, and his hands, hardened with toil, were far from sensitive, as might be expected in one of his age. He could make out nothing whatever of books printed in the line letter.

A library contemplating supplying books for blind readers is not only confronted with the serious problem of the system, or systems, of print which it will furnish, but it should also carefully study the question of the probable demand for such books. The United States census of 1890 gives the average number of blind persons of all ages in a population of 1,000,000 for the whole United States as 805; for the North Atlantic division as 777; and the North Central division, as 783. In all probability a considerable number of these are of extreme old age and so would never become readers of library books. The latest census of Michigan gave the state a population, June 1, 1894, of 2,241,641. Of this population, 1484 are reported blind. But of the blind, 56 were under 10 years of age and 503 were over 70 years, leaving 925 between the ages of 10 and 70 years who might become possible readers of library books. The same census shows 86 blind persons between 10 and 70 years of age in Wayne County, in which the city of Detroit is situated.

In 1896 the Detroit Public Library placed upon its shelves 110 volumes for the blind. Of these, 66 volumes, all printed in the Braille type, were purchased at a cost of \$105. 44 volumes, all in line letter of either the Boston or Philadelphia pattern, were donated by blind friends. Special efforts were made to advertise the fact that the library had a supply of books for the blind. The newspapers were very kind in this matter, and through their instrumentality the names and addresses of many blind persons were obtained and personal interviews were had with them. No restrictions were placed on the use of the books and no formalities were required. They were loaned out upon cards or they were allowed to be taken without any security, and to be taken outside the city, anywhere in the county. The Michigan School for the Blind kindly donated a number of copies of the Braille alphabet upon separate sheets, and these were loaned to persons who did not know that system and wished to learn it. The library statistics of 1897 showed the use of 77 books, all in the Braille type. The number of different persons using them I cannot give definitely, but certainly it was less than 20.

My observation in this matter has convinced me that most blind persons are exceedingly shy and sensitive, so far as their misfortune is concerned. While a few are bold and appear to go about without much difficulty, most are quite helpless. Some one must lead them, and a desire for a book must be very earnest and

some friend must be very self-sacrificing to spend the time and take the trouble to escort them to the library for the purpose of making a selection. I have known cases where members of the family could not spare the time and kind neighbors have volunteered.

The taste of our blind readers thus far appears to run to poetry and works which stimulate the imagination. Shakespeare's plays are always in demand, and the poems of Byron, Longfellow, Bryant, and Lowell show more use than any volumes of history or theology. The blind children, even those well along in age, seem most delighted with the tales from the *Thousand-and-one Nights*, with *Cinderella* and similar literature, commonly absorbed by the average child when quite young.

In my opinion a public library which has placed on its shelves books for the blind should give them as extended use as possible. I should not hesitate to send out a book by mail to any part of the state, even if I were to pay the postage myself. The books are not heavy and if well wrapped will suffer no injury in the mails. One library might well supply all the blind readers in a state or in a large section. For that reason it will be wise for any library before entering upon the project of buying books for the blind to be certain that no other library in its vicinity is already supplying the whole demand. This work might well be handled by a state library, especially by one which has an organized system of travelling libraries.

MUSEUMS OF ART, HISTORY, AND SCIENCE.

I.

BY CYRUS ADLER, LIBRARIAN OF THE SMITHSONIAN INSTITUTION.

THE efficiency of the museum depends upon the method of arrangement and the correctness and quantity of information furnished to the public, with each object, by the label.

"An efficient educational museum," said the late Dr. G. Brown Goode, the most distinguished museum administrator of his time, "may be described as a collection of instructive labels, each illustrated by a well-selected specimen."

Every museum requires a good working library for its own staff and a small collection of popular books relating to the exhibits accessible to every visitor without restriction.

The museum is, above all other agencies, the most valuable ally of the library. It awakens the visitor to a new interest in objects which he would never take up in books, and it serves to vivify the impressions already received from the printed word.

In small communities the museum and library should go hand in hand. In large communities they must be differentiated.

The collections shown should always be dignified, and of permanent, not ephemeral, value. A small collection of good historical portraits or autographs is worth more than a wall-full of faddish posters.

Every library contains on its shelves museum material. If it possess early or rare imprints, valuable bindings or manuscript, they should

be exhibited in cases. All finely illustrated works should have the plates removed and placed on exhibition; such works are, again to quote Dr. Goode, "museum specimens masquerading as books." They will then be seen by a hundred persons where but one would otherwise have examined them.

II.

BY MARY MEDLICOTT, REFERENCE LIBRARIAN CITY
LIBRARY ASSOCIATION, SPRINGFIELD, MASS.

IN these days when the public library is often called "the people's university" we see more and more that the three sister-branches of literature, art, and science must be found working hand-in-hand for the instruction and education of the people. Also, in these days of technical training and object lessons for all classes of scholars, from the very youngest of kindergartners to the most advanced of women's clubs, it is not enough to provide books for reading or even for study. We need to illustrate such study by the sight and the handling of the very things we study about. But is this any part of the function of a public library? Does not the very derivation of the word "library" imply that it deals only with books? and does not the word "museum" denote a building or collection devoted to the study or worship of the muses, among the old titulary divinities?

Read what is said on the subject by Edward S. Morse in the *Atlantic Monthly* for July, 1893: "It certainly is time to direct public attention to the importance of the museum as an adjunct to the public library. The tendencies of modern public-school education, which introduce Sloyd as part of its work, and ask for pictures and casts to decorate the barren walls of the school-room, are indications that the time is ripe to found, in a modest way, museums of science, art, and history in our smaller towns and villages. . . .

"The absence of a public demand for museums in the past has arisen from the methods of public instruction. Lessons from books and not from nature have been the tiresome lot of school children. . . . Agassiz said: 'The pupil studies Nature in the school-room, and when he goes out-of-doors he cannot find her.' . . . This undeniable condition of many schools in the land emphasizes the necessity of museums where the objects may verify some of the lessons learned at school. Thomas

Greenwood expresses his belief that the museum of the future must stand side by side with the library and the laboratory as a part of the teacher's equipment of the college and the university, and in the great cities co-operate with the public library as one of the principal agencies for the enlightenment of the people." Mr. Morse says again: "If the public library is established primarily for educational purposes, surely the public museum should come in the same category. The potency of an object in conveying information beyond all pages of description is seen in the fact that in the museum a simple label associated with a veritable object is often sufficient to tell the story at a glance; the eye seizes the essentials at once." Instead of quoting more, let me advise any who have not read this valuable paper to do so at once; those who have read it will like to do so again in this connection. It has been reprinted in pamphlet form, and is called "If a public library, why not a public museum?"

We are doing some work in connection with our own library that may be of interest in these lines—though probably we are only taking the very initial steps in this line of work—for such work grows wonderfully when you once begin it.

In the first place let me explain our almost unique position in the field, giving us greater freedom of action, and so increased opportunities for work. The governing power of our library is in the hands of the City Library Association, a corporate body which elects directors from its own members. Three of the number are taken *ex-officio* from the city government, including the mayor and superintendent of schools. Thus we are in touch with the political and educational sides of the city life. This association holds all the property of the library—buildings, books, etc. The city government makes a yearly appropriation (and a generous one) toward the running expenses of the library, which is utterly free to all the people in the city. So it is a public library, while not under city government control. We have some endowment funds besides, which are gradually being increased, and this condition of affairs works in two ways, both as regards library and museum. The generous appropriation from the city each year leads individuals to give money, books, works of art, or specimens of science to keep pace with the public spirit thus officially shown. The public spirit and gener-

osity of individual members of the association offer a strong reason to the city government for dealing generously and in a broad-minded spirit with the needs of the library. All this applies also to the work of the museum, which has been founded by individual gifts.

The museum work dates back nearly 40 years, when the "Museum of Natural Science, Art, and Curiosities" was established and located in the city hall in connection with the city library. When the library was moved into its own home in 1871 the museum was given one room in the same building. In 1895 the new museum of art and science immediately adjoining our library, and forming part of it, was opened to the public. Now, in 1898, we are in the midst of erecting a third building for a museum of natural history, leaving building no. 2 for an art museum, with lecture-rooms, etc. Thus the acorn is growing into the oak, with far-reaching branches and roots.

I have said the museum is under the same care and management as the library. The librarian is the director of one and all, with a curator and assistants for each museum. The curator of the natural history museum is the head science-teacher in the high school. The curator of the art museum is the gentleman to whose munificence we owe most of the treasures contained in the building, and thus, in large measure, the building itself. These art collections consist chiefly of specimens of Oriental art, of great variety, and are most useful in illustrating industrial art. Bronzes, wrought ironwork, majolica, ivory carvings, tapestries, are a few of the subjects represented. We are soon to have a set of casts for practical use in drawing and kindred lines of work. Some of the best books upon art, and containing representations of the pictures of artists of all times, are placed in the library of the art museum, many of them having been transferred from the main library. The Arundell collection of pictures is also there, Ongania's great work on San Marco, and many others.

The Museum of Natural History contains, among other material, valuable specimens of woods, not only a set of Hough's woods, mounted in frames, so that they can be studied from both sides, but other specimens of woods in different forms and stages of preparation for use—from the section with bark on one side to the polished slice cut across and lengthwise. Also we have some beautiful specimens of birds, with their appropriate settings or sur-

roundings of bough or grasses, in tree and field. These were prepared by Mrs. Mogridge, who has done good work for the Field Columbian Museum, the Museum of Natural History in New York, and also for the Smithsonian Institution. These are all the gifts of individuals, and include a few only of the various kinds of material shown.

Library and museum work together, and for purposes of study we call on each other for aid, taking books back and forth when necessary. For our Sunday exhibits of pictures and books in any special line, or on some subject of current interest, we use material the best for the purpose wherever we can find it. In the library we make up lists to aid in geological work done in connection with the natural history museum, or for the use of lecturers on any of these topics, or similar ones, in the lecture-rooms of the building. Some specimens of this work may be seen in the exhibit of educational material.

The teachers of drawing hold weekly classes in the lecture-rooms, and we can aid them both from library and art museum with pictures and other material to illustrate their teaching.

The museum is open a part of every day, and is as free to visitors as the library of which it is a part. This in itself is a means of education, and is being more and more appreciated, especially as it is open on all holidays.

Another instance of co-operation between library and museum may be given. Lately, a well-known teacher of a private school in the city died after years of service. Her pupils wished to erect some memorial of her work, and preferred that it should be in connection with the library. The memorial is to take the form of a library for the natural history museum, and it is hoped to make it a working library in this department, containing the best and most valuable books in these branches of science. It will be known as the "Catherine Howard Memorial Library," and will be housed in its own beautiful room in the new natural history museum. It is another instance of the saying that to him who hath more shall be given.

I have only touched on a few of the lines of mutual work as we are finding them develop between library and museum, and are finding them also most valuable aids to education and to the intellectual life of the city. How the coming years shall develop this work we are waiting and hoping to see.

HOW CAN CENTRAL AND BRANCH WORK BEST BE CO-ORDINATED?

BY ARTHUR E. BOSTWICK, LIBRARIAN OF THE N. Y. FREE CIRCULATING LIBRARY.

THE central library, in a system of small libraries, is not an essential feature, but only an accident; or, rather, it is an outgrowth of conditions that are not necessary, although they are general. The history of most libraries with branches, as the word "branch" itself implies, is that of a centrally located institution intended at first to do the library work for a whole town, but ultimately, either by reason of the growth of the place or of the enlarged ideas of the management, found to be inadequate to its task.

To remedy matters the most natural course in such a case has been to supplement the work of the main establishment by smaller, subsidiary stations, or libraries, in those parts of the city not reached by the former. According to the degree of dependence on the central library these took the form of delivery stations, distributing stations, or true branches. But, in most cases, owing to the mode of development as outlined above, they have retained their subsidiary character, and the parent library remains always the main or central library.

That this line of development, though usual, is neither necessary nor universal is shown by the history of library growth in New York City, which is most instructive in connection with the present subject.

There is no one institution in New York that does all the kinds of library work done by the public libraries of Boston, or Chicago, or St. Louis. The reference work is done by the New York Public Library, and the circulation work by several institutions. Given in order of size these are the New York Free Circulating Library, with 10 branches; the Aguilar, with four; and the Cathedral, with four; besides several others with only one. None of these has a central library in the same sense that the great libraries at Boston or Chicago have; and the reason, in this case, too, is an historical one.

Our own institution began with a small lending library—all that the funds at the disposal of the projectors would permit. It was intended to do only local work. When opportunity offered, another similar library was founded in a different locality, and so on, till at

present we have 10 of them, all strictly co-ordinate; none subordinate to any other.

It is obvious that to cover such cases as this—and in New York they are the only cases—our subject must be slightly broadened and our question recast, so as to read "How can branch library work be best co-ordinated?" And the first thing that we shall have to discuss is whether we shall have a central library at all. For most libraries this has been answered by the logic of events. Boston and Chicago have central libraries; New York has none. But there are growing places where the question is still a live one—places that have now but one library and that will need half a dozen in the near future. Shall the first library be treated as a central library, leaving the others to act a subsidiary part, or shall they be made co-ordinate with it?

The special functions performed by a central library and its staff may be divided into two classes—general administrative functions and purely library functions. Among the former I should class the work of the librarian's office, the cataloging work, the purchase of books, binding and printing. The latter include general reference work, the storage and circulation of such works, whatever they may be, as are not generally lent from branches, the supply of books to distributing or delivery stations, etc.

The administrative functions are connected only indirectly with library work, and while they are very properly carried on in the central library, if there is one, it is not necessary that they should be carried on in a library building at all. They may be located wherever it is convenient to have them; either scattered about in different buildings, or, better, located in a separate structure by themselves.

This latter plan (although, so far as I know, it has never been adopted anywhere else) was advocated by the writer in his last annual report and will probably be carried out in the near future. So far as the administration departments are concerned, then, there is no special reason for a large central library.

Coming now to purely library functions, there is certainly reason for a large, centrally located

reference department for students; and one of these is enough, even in a large city like New York. Where there is a central library building the reference library is naturally located there; otherwise there is no reason why it should not be put in the most convenient one of several co-ordinate branches. In New York this problem has not troubled us, for the reference work of this class is practically all done by the public library.

As to the circulating work, it is very doubtful whether a large central library with a very large circulation, aided by branches each with a much smaller circulation, represents a normal and stable state of affairs. We find in New York that people will not come readily to borrow books more than about three-quarters of a mile. If the central library draws them in any considerable numbers from more remote regions it must do this by means more or less artificial. Of course, in every circulating library there is a large number of books that go out very seldom. These it is probably best to store at some central spot, for those who want these books are generally willing either to wait for them or to travel a greater distance to get them. But there is no reason why they should be stored all together, for such books should be nearest to the portion of the public that wants them; and this points clearly to specialization and distribution.

In one part of the city, we will say, is a large medical school. In the branch nearest to this should be gathered all those medical works intended for circulation that are not given out to the general public; in a special residence district are numerous women's clubs that have taken up with vigor the study of sociology; in another district the history percentage is much above the average, showing that for some reason there is a special demand there for this class of literature. A study of local conditions, aided by close following of the class percentages for each branch, will thus indicate pretty clearly how these books should be distributed. There will, however, always remain a remnant—some librarians are bold enough to call it rubbish, although none are quite courageous enough to treat it as such—which must be stored centrally.

So far, a central library building has not been seen to be a necessity, although nothing that has been said would justify the abandonment

of the central system where it has been already adopted. In growing towns, where the library system may either spread homogeneously or centralize and send out tentacles, I should certainly advise the system of co-ordination, because I believe that it best subserves the needs of the community.

But there is a final consideration that may perhaps turn the scale in favor of the central building; which is, that an architecturally striking building is the very best advertisement that a library can possibly have. And I know of nothing that needs advertising more than a library. This is impressed so strongly on my mind every day that, although I believe the coequal branch system to be the best in all other respects, I am quite ready to advise a central building of striking architectural beauty simply because it will represent to the public the library idea as nothing else can.

In thus discussing the relative merits of these two systems we have gone pretty well over the ground of how best to divide the library work among them; in other words, how to co-ordinate the work. But certain questions are common to the two systems. For instance, what administrative functions is it best to intrust to the separate branches? It is conceivable, for instance, that each branch should attend to its own administration and that the different branches should have no common bond except, perhaps, control by a common board of trustees. At the other end of the scale would be a central administration that should rigidly control the whole system. Between these extremes are any number of golden means, and which one shall be adopted depends on local conditions.

I had occasion about a year ago to collect statistics showing how the different libraries in the United States stood in this matter; and to these, published recently in the *LIBRARY JOURNAL*,* I may refer you for details. In these there appeared a very strong tendency toward centralization—toward union catalogs, union shelf lists, the uniformity of classification and numbering, cataloging and distribution from a central point, and so on. In all these particulars we in our library are strong believers in centralization (which in this sense is a thing apart from a main or central library), yet along with this centralization should go as complete local independence and elasticity of system at

* *L. J.*, Jan., 1898, p. 14.

the different branches as is consistent with it. Americans never take kindly to red tape, and uniformity for its own sake is nowhere more out of place than in a library. Dr. Holmes' advice, "Don't be consistent, but be simply true," is a good one for all of us.

It has always seemed to me that where branch libraries exist the great mistake to be avoided is that of doing the same work in a number of different places instead of in one place. Nevertheless, this is partly a necessity because of the peculiarity of human nature that makes branch libraries necessary at all. Here is a book that goes out about a dozen times a year, say twice at each of six branches. It is certainly a waste to buy one copy for each branch when one should do the work for all. This is true *a priori*, yet when it comes to a practical test we have always found in New York that nine people out of 10 will refuse to take the book unless it is on the shelves of the branch that they are using; they prefer second choice now to first choice to-morrow.

The reflections induced by this fact, regarding why and how most people read, are not cheerful; but we are not obliged to reflect on it; the facts are before us, what shall we do with them? In New York we have made a manful effort to throw open the stock of books

in our 10 branches to all of our members. We allow any one to draw books from any branch, furnishing each, on request, with a temporary transfer, which acts as a simple guaranty of good standing; we send for any desired book from another branch; we publish union bulletins and lists; we post conspicuously in each branch a list of the addresses of all the other branches; yet, I am sorry to say, this has been done mostly in vain. At present it seems best to duplicate, except in the case of those books that, though needed seldom, are then so eagerly sought that the asker will wait longer or go further for them.

In closing, I may say that all study of the best way of operating a library composed of branches, so as to get the greatest amount of good from the whole stock of books, has only served to strengthen our belief that for New York, and presumably for other large cities, the best work can be done by a system of small libraries at small distances apart. Also, that each of these should have its own permanent stock of books, although temporary interchange and free general use should be encouraged; in other words, the libraries should be true branches, though each should be prepared to act at the same time as a distributing or a delivery station.

BOOKS IN BRANCH LIBRARIES.

BY JAMES BAIN, JR., LIBRARIAN OF THE PUBLIC LIBRARY, TORONTO, CAN.

BRANCH libraries, except in special cases where they are really sub-central libraries, average from 10,000 to 15,000 volumes. Manchester, with 11 branches, averages 13,844 v.; New York Free Circulating, with 10 branches, 12,346 v.; and the Enoch Pratt Free Library, with 6 branches, 11,036 v. The more recently instituted branches are rather smaller, and the older rather larger.

It is a solecism in library economy to say that the books should be provided in accordance with the actual and prospective wants of the readers. An inspection of a number of reports of our principal libraries reveals the fact that from 70 to 85 per cent. of the books read in the branches are prose fiction. This enormous proportion appears so universal that it marks the branch library as a source of recreative read-

ing and not of study. It seems impossible to reverse it, and the bright spot is the hope that the branches may more and more relieve the central library from this troublesome portion of its duty, allowing greater time and space for its legitimate and more valuable work.

In making provision for a new branch at least 40, if not 50, per cent. of the books should be prose fiction, including under this term juvenile literature. The proportion seems large, but in practice 3500 novels and 1500 juveniles will not be found too great a number to start with. It departs widely from the scale laid down in the catalog of the A. L. A. library, but reflection will show that the latter is intended to be complete in all its parts, while the branch is a section of a larger library removed to the vicinity of its readers.

The position of the branch must govern the character of the remaining divisions of the library. Where it is placed in a suburb surrounded by the residences of cultured people the natural demand will be for books of a higher character. Your most recent memoirs, travels, history, and essays will be in constant demand. The cost per volume will naturally be higher here, and additions will require to be more frequently made. If it is a poor district, a more widely popular literature will be asked for and old favorites will be in request.

Economy may be attained by transferring to such a branch a considerable number of duplicates which have passed the stage of new books at the central library.

Nothing will test the competency of the librarian more than this gauging the requirements of a district. He will bear in mind that eight out of every 10 readers who come for a book want something that will interest them, while the students in search of material will go to the central library; and he will also remember the other two who may not be able to reach the central and who crave something more substantial. Every branch should have its section suited to the locality. If a factory or mills are near, a fair representation of elementary books on the mechanical arts should be there. Or it may be painting, music, some branch of the natural sciences, or some foreign language.

But no effort should be made toward special collections. These should pertain to the central and be loaned to the branch when necessary, as when required by teachers and scholars of an adjacent school for special study. The branch library should never be self-dependent. The central library must always be within call. Additions should be made regularly, each branch having its stated time for receiving them — weekly, fortnightly, or monthly — type-written or printed bulletins to be posted on a fixed day.

I have found bound volumes of magazines in great demand at the branches; and as most librarians have a surplus of current numbers, binding affords an inexpensive method of making considerable additions to the shelves. The average price per volume paid for books for the branches in the Toronto Public Library is about 75 cents; and I think this should cover the requirements of most libraries, though the wants of the locality and the balance at the credit of the purchasing account may alter this amount.

No branch should be without a small, well-selected number of reference-books. However few in number, they should be good, and should include directories, dictionaries (English, French, and German), encyclopædias, atlases, gazetteers, biographical dictionaries, almanacs, and such other works as will commend themselves to the librarian.

HOW FAR SHOULD THE SELECTION OF BOOKS FOR BRANCHES BE UNIFORM?

BY GRATIA COUNTRYMAN, PUBLIC LIBRARY, MINNEAPOLIS, MINN.

IN branch departments, as in all other library departments, the policy must be determined by one great principle—the benefit of the library patron. The selection of books for branches will therefore be uniform only so far as the patronage of each branch is uniform. As an example of my meaning, we have in Minneapolis three branches situated in the neighborhood of three branch high schools, consequently such books as are used by high school pupils and teachers are duplicated to advantage in all three branches. On the other hand, one branch is situated in a Scandinavian district, and we have shelved there several

thousand books in the Swedish and Norwegian languages, besides works especially interesting to Scandinavians, all of which would be out of place in another branch which has a large German patronage.

In selecting books for the branches the closest study should be made of the class of people who will use the branch and the books bought in accordance with their tastes and desires.

When a particular subject is occupying general attention books on that subject will be wanted everywhere. New fiction and popular books are acceptable everywhere, as are the standard

juveniles, but beyond these any attempt at uniformity might be dispensed with.

We have adopted a practice which seems to us advisable: We utilize the knowledge and experience of the branch assistant, allowing him to hand in lists of books which are especially desired at his branch. No one at the central can possibly gauge the exact needs of a branch library; but if an intelligent branch assistant will make suggestive lists and encourage readers to make suggestions, so that the librarian may have some definite idea of what is wanted, the branch will be better served than in any other way.

To the question implied in this topic—How shall books in branch libraries be classified?—there seems but one answer, which is, classify the branch library exactly as the central library is classified. Circumstances alter cases, and a branch may have had a separate existence as a separate library before becoming a branch. In that case the original classification may perhaps be retained for convenience, but in the end it will probably be more convenient to change the classification into uniformity with that in the central.

It may be urged that a branch which commonly contains from 3000 to 10,000 books would be satisfied with a much less complicated classification than the parent library, and could be dealt with as if it were a small independent

library. It may be urged, too, that the branch patrons could more easily find books if grouped in larger, broader classes than is possible at the central.

This might be a fair argument if the branch were wholly independent of the central, without interchange of books, but in most cases the relation is more intimate, and readers use either branch or central as suits their convenience; and it is vastly more convenient for them to find the same book classified in the same way, with the same call number, whether shelved in one place or the other.

We send weekly lists of additions to all branches and stations, and frequently print them in the daily papers; these would lose considerably in value if the call numbers were not uniform throughout. We shelf-list, accession, and catalog all branch books as duplicates of the central books, and this enables us easily to make transfers at any time from one branch to another or from the central to any branch. This ease of transfer is not the least of reasons for a uniform classification. Very often books can be spared from the central shelves, or books that are no longer useful at one point can be used at another point, and transfers are necessary.

The selection of books cannot very well be uniform, but the classification cannot ideally be otherwise.

AMERICAN LIBRARIES AND THE STUDY OF ANCIENT MANUSCRIPTS.

BY ERNEST C. RICHARDSON, LIBRARIAN OF PRINCETON UNIVERSITY.

THIS morning (May 28) I have been visiting the library of the Archæologico-Epigraphic Seminary of the University of Vienna and have found there an epitome of one of the branches of the subject on which I promised some two weeks ago to prepare a five-minute paper for the A. L. A.—a capital little library of some 3000 volumes, without a manuscript or an inscription, but admirably suited to the study of both mss. and inscriptions, and with plenty of facsimiles of both.

The occasion of this branch of the subject is a double one. First, it is the experience of American students of ancient mss. (and every student of history, language, literature, or

theology must be such in these days) that they lose much time in the use of the great European collections through lack of proper previous training at home. In the second place, Professor Smith of the American school at Rome has just been expressing, on this ground, his regret that the instruction which he has been giving in palæography had not been given beforehand in the various American universities.

The old excuse that we have no ancient mss. in America is no longer valid, for modern reproductions are so good that they quite fill the place of the mss. themselves for most purposes of instruction. The chief thing necessary to prepare the American student for work abroad

is a good collection of treatises, facsimiles, squeezes, etc., such as that of the seminary just mentioned, and this every considerable American library can provide. In this way they can provide at least for the elementary and preliminary study of mss.

But, further than this, American libraries can now, through the reproductions of whole mss., provide mss. for actual use in advanced work in text-critical studies. The old so-called facsimiles—copperplate or even typographical—were expensive, and very unsatisfactory; but modern processes have made it possible to have most excellent facsimiles, at reasonable prices—*e. g.*, the beautiful Vatican Virgil, for \$12, as good for most purposes as the original, which is worth say 1000 times as much but unattainable at any price. Almost any library

may therefore 'practically own a collection of the very best mss.

I have said that the origin of the first branch of this paper was personal experience and a remark of Professor Smith's. The immediate occasion of the second was, (1) seeing the Vatican's Virgils side by side with their reproductions not then published, and (2) finding that a manuscript which I myself wished to re-collate was to be reproduced at once—a fact which under the circumstances saved me at least two weeks of the all-too brief time of a bibliographical journey.

It certainly is not creditable to American libraries that the European ones should be richer in facsimiles than they. Nevertheless this is the fact. I wonder if it will not cease to be the fact, however, during the next few years.

RELATION OF SEMINARY AND DEPARTMENT LIBRARIES TO THE GENERAL UNIVERSITY LIBRARY.

BY GEORGE H. BAKER, LIBRARIAN OF COLUMBIA UNIVERSITY LIBRARY.

THE modern American university, as developed up to the present time, seems to require for its library equipment not alone a general library, the common storehouse and workshop of all the members of the university and of the general public, but also departmental libraries and facilities of some sort for the carrying on of research, both by the individual student and by the instructor and his class, in what is known as the seminar method.

The essential characteristics of the individual university and its organism will necessarily modify the nature and the relation of these several libraries. Accidental circumstances have, in like manner, shaped the relations inside university library systems without any essential and permanent reason. To some extent the same relations must obtain in the college library as in the university library. The university library, properly speaking—that is, a collection of books large enough for original research and gathered and maintained primarily for that purpose—is clearly to be distinguished from the college library, which may well always remain limited in extent and be made up of material gathered from a different standpoint and with much smaller outlay.

At the outset the university library proper may well consist of two distinct sections. First, a reference collection on the open shelves of the reading-room, restricted from circulation out of the building, but absolutely free to readers. The reference collection should always be limited in number, 5000 to 10,000 volumes, perhaps, and should consist of those compends and dictionaries which present in all fields facts in their briefest and most accessible form, and still further of standard works, kept up to date, in all branches of human knowledge, together with the leading monuments of literature. Such a library of reference, strengthened by standard periodicals, as indexed by the systems in use, would go far toward being an ideal college library.

The second section is the general body of books as arranged and administered for circulation and other use.

Departmental libraries are collections of books, usually looked upon as a part of the general book stock of the institution, selected for the special use of a department and usually kept in a convenient place in the building or section of a building devoted to that department. Such departmental libraries may be limited to a few standard dictionaries and refer-

ence-books in the field of a department and kept in the professor's study or upon shelves in the recitation-room or laboratory; or it may consist of a liberal selection, or again substantially the whole body of books upon a particular subject. These books may also be chiefly duplicates of works in the general library, or not. The separate law libraries in institutions like Harvard, Cornell, or the divinity school and zoölogical libraries at Harvard are departmental libraries carried to so large an extent that they become separate libraries in special fields. The departmental libraries in Harvard, which are in the library administration of that institution considered as such, range from collections of a dozen volumes to those numbering 2000 or 3000. Those in Columbia vary in the same manner, the zoölogical departmental library being still larger, and approaching in its character and policy the separate library of the Museum of Zoölogy at Harvard. The departmental libraries at Harvard are understood to be made up largely of duplicates, while the separate libraries of the law school, etc., are only in a small degree duplicated in the general university library. At the Chicago University, if I am rightly informed, the departmental libraries comprise, substantially, all of the books in their several fields belonging to the university, or, at least, all of much practical value for research.

At Johns Hopkins University the university library does not exist, but instead there are several special libraries; some, like that of political science, being very large and important.

At Columbia we have seven or eight departmental libraries, varying largely in extent and in the plan on which they were formed. The largest, the zoölogical library, contains the larger part of the books belonging to the university in its field, which duplicate in but a small degree the general library. The next in size, numbering 1000 volumes or more, is the geological library, which is essentially a library of duplicates, being the library of the late Prof. J. S. Newberry, strengthened by the duplicates from the university library. The departmental libraries of mineralogy, metallurgy, chemistry, etc., are limited to collections of the most important books and periodicals in their several subjects, and are, with the exception of a few standard works, not duplicated. The depart-

mental library of music consists of scores and technical works, with a few books in musical history and biography, and is thus far not duplicated.

Some of the departments will have no departmental libraries, considering them unnecessary and burdensome, while others content themselves thus far with a few reference-books and duplicates, and do not withdraw any books from the general library. With the exception of the departmental library of Greek and Latin, which is almost entirely in duplicate, all the departmental libraries are in the pure and applied sciences, including mathematics. The department of philosophy is collecting from private sources a few books and will have a small collection. In general it may be stated that at Columbia the literary, historical, and sociological departments expect to do their library work in the library building, in the seminar rooms or in the general reference library. All departmental libraries at Columbia are still largely in the elementary stage, and it is a question how far they will be found permanently useful. My own belief is, that for the descriptive sciences, like botany, zoölogy, etc., pretty large collections will be found useful and will be maintained; while for other pure sciences carefully selected small bodies of standard reference-books, duplicated from the general library, will be all that will be found necessary. When these branches are to be studied historically it can be done to a better advantage in the general library among the larger collections. The departmental libraries of the descriptive sciences need not be duplicated, if we except a few standard systematic works.

The difficulties in the way of departmental libraries of much size would seem to be first the cost of purchase and the additional cost of administration, and then danger of losses, inconvenience of access for the reader not belonging to the department, and the difficulty of carrying on any system of loaning to students any of these books. In theory, departmental libraries should not loan their books, for they are supposed to be always at hand for consultation. It is difficult to refrain from loans made as a favor or otherwise. At least three departmental libraries, that have been in existence for some years at Columbia, have been sent back to the general library for reasons resting on these difficulties.

SEMINAR LIBRARIES.

Where the departmental library contains substantially all the most important part of the books in the subject involved, as is the case, we are informed, in the Johns Hopkins University and University of Chicago, the work of the department, including its seminar exercises and studies, is carried on in these departmental libraries.

When at Columbia the plans for a new library building were at their inception, the librarian, in a formal communication made to the president and trustees, set forth three principal ways in which the instructor and the advanced student might be brought into immediate contact with the books of his department for study or for the carrying on of seminar exercises.

The first method was that prevailing at Johns Hopkins and to a large extent at Chicago: the creation of a number of special libraries stored in the rooms of the special departments, and only loosely connected, if connected at all, with the general library. Up to a certain extent this method serves very well the needs of the members of the individual departments, but very poorly the needs of the rest of the university and its readers. Much duplication must necessarily occur, and as these collections grow they become large and unwieldy, requiring special custodians and assistants, until it is to be believed the system will break of its own weight.

The second method instanced was that followed at Cornell and in the new building at Princeton, namely, to put the great body of books in a general stack, and to create in the library building a number of rooms, not necessarily adjacent to the stack, to be devoted to the special departments for seminar purposes. In these rooms there is to be kept permanently a certain selection of important books in the subject of the special department, and there are to be placed there from term to term other temporary groups of books selected with a view to the special work of the term. By this system the very great advantage of a university library over a group of libraries without any organic relation is gained; the books are all in the library building and at the service of every one. For the purpose of a special department, however, only a small part of the resources of that department is immediately at hand. In the conduct of any seminar exercises, or in the

prosecution of any research by an investigator, the book wanted at the moment is quite likely not among those selected and placed in the room, but must be brought, with more or less delay, from its place in the stack. Likewise, if the number of books temporarily placed in the seminar room is considerable, I should expect to find that much labor and inconvenience was caused to the library administration in their transfer and in getting them thus out of their regular places when needed for a reader.

The third method which was proposed for the library at Columbia, and which was adopted, was to store the books in apartments of a normal height of 15 to 16 feet, admitting a two-story stack, with reading-room spaces for special students, officers, and for seminar purposes in the best-lighted portion of the room and extending to its entire height. We have in Columbia in the parts of the new building thus far devoted to library purposes 18 such small rooms, directly in the rear of which are shelved in two-story stacks, as far as classification can accomplish it, all the books which the library possesses belonging to the respective subjects. The rooms and the books follow each other in the regular order of the classification. We thus have a combined book and seminar room. These rooms have now been used through one college year, and I believe the testimony of the officers and students will agree with the views of the librarian that it is an admirable arrangement.

Readers are admitted to these special study-rooms only by a card issued by the librarian; in the case of a matriculated student, on the recommendation of the professor at the head of the department. In the new building at Columbia it has been found impracticable to admit to the shelves all readers indiscriminately to the extent this was done at the old building; but a most adequate substitute is provided in a carefully selected reference library of about 10,000 volumes in the general reading-room. On the other hand, the special student, who is best fitted for free admittance to the shelves and is best served by it, has the largest freedom—the special reading-room is his study and that of the professors and officers of the department, in so far as they may elect to make use of it. In our library these special rooms are separated from each other by folding doors, which permit rooms of any size

to be formed. The whole apartment is under the special care of an attendant, who is responsible for the good order of the shelves. He finds that his books are put much less in disorder by the limited and specially fitted class of readers who have access to the shelves than they formerly were by the miscellaneous public.

It is perhaps worth while to bear in mind that seminar work, so called, as conducted in our universities and colleges, may be divided into two general grades, namely: elementary work, in which a large class of beginners, oftentimes of undergraduates, is taught seminar methods, and more advanced seminar work, in which a much smaller number carries on a higher grade of investigation, requiring a much larger range of literature.

It is possible that at Columbia we shall find that our rooms, which are especially designed for the latter class and for original research, are not so well adapted for the former sort of work, which can be carried on with facility in seminar rooms of the type followed at Cornell and Princeton, and in the recitation-rooms or departmental rooms of the special departments. This grade of work in the Latin and Greek departments in Columbia is now carried on in the departmental library.

It is of course apparent that all books in departmental or special libraries should be cataloged and in general looked after by the general library. The immediate responsibility for the safety and use of these departmental libraries must, however, rest with the department.

RELATION OF THE PUBLISHING DEPARTMENT OF A UNIVERSITY TO ITS LIBRARY.

BY CYRUS ADLER, LIBRARIAN OF THE SMITHSONIAN INSTITUTION.

WHILE American colleges and universities occasionally issued special publications from time to time, the regular issue of university publications in this country dates back to the organization of the Johns Hopkins University, in 1876. Following the lead of Johns Hopkins, many larger universities and colleges, and even some of the smaller ones, issue publications in greater or less number and with more or less regularity.

This function of the college and university is practically a new one, being a departure from the old mere teaching lines and more akin to the functions of a learned society.

As the object of the publication department of a university is to spread new truth, and as the matter published is usually not marketable in the ordinary sense, the best use which can be made of it is to offer it in exchange for the publications of other colleges, universities, and learned societies. In this way the double object would be secured of making the university and its research work known and at the same

time of adding to its own library material of great value.

The work of exchange of such publications can only be carried out successfully under the direction of the librarian or with his constant co-operation. To secure the best results from this exchange requires the carrying on of a careful and vigilant correspondence, with a full knowledge of the needs of the library. A librarian with good administrative ability would find this duty not one of difficulty, if he had proper assistants, and he would have the satisfaction of seeing his own library added to in one of its most important departments.

The library and publication department of the Johns Hopkins University are now and have been for some time under a single head, and the splendid results reached there amply prove the wisdom of this plan.

While not exactly a parallel case, it may be interesting to state that more than three-fourths of the Smithsonian Library has been secured by such a system of exchanges.

WHAT PROPORTION OF ITS FUNDS IS A COLLEGE LIBRARY JUSTIFIED IN DEVOTING TO CURRENT PERIODICALS?

BY W. J. JAMES, LIBRARIAN OF WESLEYAN UNIVERSITY.

THE patrons of a college library may be divided into two general classes, which make very different demands upon the resources of the library. The first class is made up of the great majority of the undergraduates; the second class of members of the faculty, graduate students, and a few advanced undergraduates.

The needs of the first class, the undergraduates, may be met by supplying books called for in connection with the courses of study they are pursuing, general reference-books, some periodicals of general character, and the standard works of literature.

The supplying of the demands made by the second class is much more difficult and brings us face to face with the question under discussion. We must supply the investigator, be he professor or student, as fully as possible with the records of work done by other investigators. He goes to these records, not only for results, but for methods. They are the very breath of life to his own work. They stimulate and correct (sometimes, indeed, they render superfluous) the work he is carrying on, and they furnish starting-points for new investigations. Many of these records are first published in periodical form. Although some of them may be republished later in more permanent form, still one who desires to follow current investigation and discussion in almost any department of knowledge must do it in the periodicals. The general or special treatise, even when written by an acknowledged authority and containing a summary of the latest discoveries and theories, is soon out of date and must be supplemented by the periodical article. The element of time is also of great importance in this connection. A given article may be reprinted in more or less modified form, either independently or in the author's collected works, or its substance may be given in a treatise, but the investigator will almost always want to see the article as originally published, not as modified by the author or as epitomized by some one else, and very frequently he will

want to see the article as soon as it appears. In our most progressive departments at Wesleyan University calls are constantly made for periodicals before the numbers have been issued.

We must, then, supply periodicals, but cannot purchase all that are published. They are, moreover, constantly increasing in number. Are there not too many now, and is not further increase to be deprecated? Part of this increase is due to the minute subdivision of human knowledge characteristic of our age, each division having one or more journals of its own. In so far as this furnishes us with a journal of weight and influence in its special department, the increase is to be counted, on the whole, an advantage. A large part of the increase is, however, due to the multiplication of journals covering substantially the same ground. Such increase is, in large measure, to be deprecated, leading, as it does, to the publication of "organs," partly for advertising purposes, and encouraging the publication of inferior work or of work of minor importance unduly padded.

This increase in the number of periodicals has been very marked during the past few years, and renders it increasingly difficult for college libraries, especially those with small incomes, to furnish their readers with any adequate representation of the work being done in the great departments of investigation. We must, however, make a choice and supply our readers with a selection of representative periodicals. This selection must be made with the greatest care. In fact, there are few decisions in the management of a library which are more important in their immediate results or more far-reaching in their ultimate consequences. Suppose the choice made, and made wisely. It is not a final choice, but is subject to revision. Some periodicals die and must be replaced. Even if none die, others are started and challenge our favorable consideration. Librarians are, however, conservative, abhorring parts of sets, and do not always have

sufficient moral courage to substitute a better periodical for an inferior one. On the other hand, a new periodical cannot be added without careful consideration. A book may be bought without mortgaging the future, but a new periodical is usually a permanent drain upon a small fixed income. Hence the importance of a wise first choice in selecting a list of periodicals, and of mature consideration in changing or increasing the original list.

One may try the plan of purchasing extracts and reprints, but I cannot recommend that course even as a partial solution of the problem. Reprints are not always easy to find when one wants them, and frequently cost much in time and money.

The library in the small college must make the best possible selection of periodicals (including the publications of learned societies), and must then trust to the generous courtesy of some larger library for the use of periodicals less often needed. When college libraries are situated in the immediate neighborhood of other libraries of a similar character, by avoiding, so far as possible, the duplication of periodicals an important increase may be made in the number of available periodicals.

A considerable part of the library income must, in my opinion, go for current periodicals. How large must that part be? Mr. Potter, in his paper read last year, said that the Harvard library was spending over a third of its income for that purpose. Mr. Andrews, of the John

Crerar Library, said that he had "asked the committee to set aside one-half the funds for the purchase of back sets of periodicals and one-half the current funds for subscriptions to new periodicals." In the Wesleyan library the expenditure for current periodicals is constantly increasing, and taking the last six years into account we have spent on current periodicals almost one-half of the entire amount spent for books and periodicals. This agreement in practice with Mr. Andrews' demand upon his trustees is certainly striking.

The conclusions I have reached may be briefly stated as follows: I believe that in college libraries the money spent for current periodicals should be from one-third to one-half of the entire amount devoted to the purchase of books and periodicals. I believe also that in college libraries with small incomes the proportion of the income spent for periodicals should be greater than in libraries having large incomes. The libraries with small incomes will not be able to buy the expensive books and sets which the richer libraries are called upon to furnish. They will also find, I believe, that a given sum of money invested in current periodicals will give more stimulus to advanced, independent work than the expenditure of the same amount for books.

In conclusion, I desire to call attention to the necessity of giving mature consideration to this question, which is of so much importance to the institutions we represent.

DEPENDENCE OF REFERENCE DEPARTMENTS ON CATALOGING AND CLASSIFICATION DEPARTMENTS.

BY WILLARD AUSTEN, REFERENCE LIBRARIAN OF CORNELL UNIVERSITY LIBRARY.

THE important questions which must be answered with the least possible delay by the reference department are: 1. What has the library on any given subject? 2. Has the library a particular work or magazine article known to give the information wanted? The best memory cannot be depended upon to answer such questions except in a general way. When such information is to be exact, records must be resorted to, and the reference librarian is at once wholly dependent upon the records of the departments which have had to do with getting the material ready for use.

There are, of course, several ways in which these successive records may be kept. Probably no two persons would make any two of them in just the same way, and yet, from the point of view of the reference department, there is a choice of ways. That *some* record be made is by no means sufficient. It is of the utmost importance that every record be made in such a way that the information it gives may be had with the least possible expenditure of time and patience. It is by no means sufficient that the person who *makes* a record can manipulate it expeditiously, since it cannot be expected that

the keeper of a record shall be always at his post or cease his work to answer questions which he has already answered by his records. I have no intention of saying that records should be so kept that the users of a library can invariably answer their own questions without troubling the librarians. What is meant is that records should be so made that any person officially called upon to answer any questions from the records may be able to do so without any appreciable delay and without calling for the assistance of the recorder.

No definite, hard, and fast lines can be laid down to guide one in determining the form of entry to be used, since the needs and conditions of the particular library must determine the form in any particular instance. Yet there are general principles which may be stated that will do much toward facilitating the use of a library and thereby gain it a reputation for usefulness.

The principal sources of information upon which a reference librarian must depend in getting at the resources of the library are the records grouped under the main heads of order, accession, classification, and catalog departments. Time does not permit the mentioning of more than one or two specific cases in each of the groups, enough to show the general drift of the thought as regards what might be done to increase the efficiency of a library.

With the records of the order department the "department of use" has little to do directly, since by the time a book becomes really available for use a fuller and more satisfactory record is made elsewhere, and the instances are few where this record will alone give the desired information.

The records of the accessions division include the receipt and placing of periodicals, publications of learned societies, etc. When several hundred periodicals are currently received memory cannot be relied upon to state how often a periodical is received, where kept, how often bound, etc., etc. Nothing will serve the purpose short of a complete list of all material periodically received, arranged in so simple a form that it takes but a moment to determine all the particulars regarding any publication.

Except as a final authority to determine whether a particular book has ever been added to the library, the classification records do not play an important part in ready-reference work. The marks, however, that the books receive in

this department, and which become the call numbers, are of the greatest importance. When the classification marks used indicate the relative location of the several divisions of a library—and this ought always to be the case—then no division should be wanting in such a determining mark.

Of all the preparatory records, those made by the catalog division are perhaps the most important. Hard is the lot, indeed, of a reference librarian who has to supply information from an incompletely cataloged library. And next to an incomplete catalog stands an antiquated catalog. It is never too late to make an important change in methods of cataloging. Better to begin at once and have the later entries made in the most helpful form than to continue doing as has been done just because it has been so done. Tradition is a curse to a catalog, indeed to the whole library, when it stands in the way of important methods.

All will agree that a catalog should be so constructed that the largest possible number of persons shall be able to use it without assistance from an expert. That it is impossible to so construct a catalog that every inexperienced person will be able to use it without assistance will also be agreed to.

How to make a catalog so that the largest number of persons shall be able to use it with the least assistance is a problem which every library should duly consider. The way in which different persons approach a catalog is an interesting study to one who is in a position to observe how different minds work when in search of the same fact. Nor is such observation interesting simply. From it may be drawn certain conclusions that are of value in determining forms to be used.

Without particularizing, the best general plan to follow in making a catalog is to determine broad fundamental rules, that shall take account of the way the average mind approaches the problem, where this is possible, and follow out these with least possible variation. Exceptions to the general rule are confusing here, as in other parts of the library. If it be possible to give the reader a few general directions that he will be able to retain and apply he will soon come to find his way easily in all parts of the catalog, save the more intricate. But if every general rule is weighted with exceptions, then he soon comes to feel

that there are no fundamentals to which he can anchor. It is possible to carry the number of exceptions to such an extent that even the library officials themselves are in doubt just where to turn for a particular entry, and thus delay and waste of time for both reader and official results.

Throughout the whole range of library records there is the possibility of little irregularities, little deviations from general principles creeping in that will eventually cause delay and vexation when they reach the department of use. Every reference librarian knows from experience the delays which some such variation, though slight in itself, has caused. No one without considerable experience in getting at

the contents of a library realizes how much assistance may be had from little devices in the records and how much hindrance is often caused by equally small irregularities. This leads me to say that no important steps should be taken in the establishment of any vital record (and when once established no deviation, however slight, should ever be made) without consultation with some one of experience.

Library machinery should result from a combination of theory and experience, either of which if left alone works against its best interests; combined in right proportions they serve the largest number of users with the least expenditure of force.

USE MADE OF THE PRINTED CATALOG CARDS FOR ARTICLES IN CURRENT PERIODICALS.

BY CLEMENT W. ANDREWS, LIBRARIAN OF THE JOHN CRERAR LIBRARY.

IMPORTANT as this subject is in itself, it acquires greater interest from its connection with the plan outlined in the report of the committee of the Royal Society, and the experience gained in our own experiment will influence very decidedly our judgment of that plan. It is therefore doubly to be regretted that our experiment has not been in operation long enough to enable final judgment to be pronounced, nor even to have brought to our notice all the points on which discussion would be useful. Yet it has been in operation long enough to justify the expectations with which it was undertaken and to confirm the views held by some of us as to the best lines of development and limit.

In regard to the use of the printed catalog cards as author entries, there is little to suggest. There are two main reasons for the preparation of an author catalog: first, to be able to determine more easily whether or not a given book is in the library; second, to bring together and record all the available literary work of a given author. As the present plan is necessarily confined to a small proportion of periodicals actually in any library it is evident that the second object, so far as it applies to periodical literature, is so imperfectly attained that it may be dismissed from consideration.

It might be said that the first object is sufficiently attained by knowing whether the periodical containing the article referred to is in the library or not, and this would be so were it not for the fact that many contributions to the periodical publications of societies, especially of the great academies, are republished as separate works and quoted as such without reference to the original source. Unless these titles are represented in the catalog, the librarian, with all his bibliographical aids, will be deceived sometimes, and the readers, relying on the public catalog only, will fail frequently to obtain what is actually in the library. The expense, moreover, of the author entry is a minimum one, for one card is sufficient for each article, and they are arranged in the simplest manner. For that matter the attainment of the second object of an author catalog and the inclusion of joint authors, translators, editors, titles, etc., would involve no extravagant expense. These could best be made as manuscript cross-references, for their proportion to the whole number is very small. For instance, in the first 50 titles examined there was only one such additional entry to be made.

It is, however, in the subject catalog that these cards find their most important use, and by this use the inclusion or exclusion of a

given serial, the number of copies subscribed for, and other questions should be mainly determined. It would appear that many of our subscribers have not yet placed these cards in their subject catalogs; but in view of the impatience of the public over cross-references, it would seem that this would have to be done eventually if the greatest use is to be made of them. Their treatment will vary somewhat according as the catalog is alphabetical or classed, and of course no library will decide this question with reference to these cards. Yet the trend of scientific bibliography is so distinctly toward the classed arrangement that especial regard may well be paid to it.

An examination of the classification (by the D. C.) of the 200 titles, more or less, already prepared by the John Crerar Library shows that in over two-thirds of the cases it has seemed desirable to give two entries of the titles, and that in a very appreciable percentage more than two have occurred to us. That these duplicate and triplicate entries are desirable, if not absolutely necessary, and that they have been made conservatively, is shown by the fact that our average of the titles of books is distinctly larger, averaging fully two entries to a title, and that the committee of the Royal Society assumes that on the average *three* will be needed.

An examination of the sample slips submitted by the Royal Society, however, shows that in part, at least, they propose to index rather than to classify the articles, and against this attempt I wish to protest as strongly as possible. One advantage of a classed arrangement over an alphabetical is to lessen this tendency; but even with the latter I believe the average number of subject entries for articles in serials can be kept down to two without great loss of efficiency, and that an average of three would be ample.

A more serious difference between the classed and the alphabetical arrangements would be felt in the choice of periodicals. The tendency of the alphabetical catalog is always toward an index, and it does not so readily admit of reference once for all to a serial as a source of information on a number of topics related in matter but of course scattered in the alphabetical arrangement.

For example, the *Zeitschrift für Psychologie und Physiologie der Sinnesorgane* would itself, in

either a classed or alphabetical catalog, be entered under psychology and physiology. Now, if cards are printed for the articles on the special senses—sight, hearing, etc.—they will be arranged in a class catalog as subdivisions of these subjects and will prove almost entirely unnecessary; but if arranged alphabetically they would be separated, and this separation might be made an argument for the analysis of the periodical.

It is hardly our province to consider the use which might be made by private subscribers, but my advice is always to arrange according to some one of the printed classifications. As classification is a serious drain on the time and brains of library workers, it might be well to try the experiment of giving on the cards the classification of the library preparing the title. This addition should be inconspicuous and in a place where no library would wish to place its own shelf or class mark, so that it could be ignored or translated. The schemes of the various libraries being once given, if not alphabetical, the translation could be made largely mechanical.

The main thesis of the position taken by the majority of the libraries which inaugurated the plan was that the work should furnish an analytical catalog rather than a topical index. Carrying out this idea, the decision as to whether a particular serial should be analyzed or not would rest upon several considerations, of which the form, importance, subjects, and location of the articles contained in it are the most important.

1. A serial should be analyzed on account of the form of its articles, when they possess separate title-pages and separate or double pagination, because they are then bibliographical entities and entitled to representation in the catalog. They, too, are often reprinted and referred to without reference to their serial source.

2. The importance of the articles, even if measured by the material standard of length, should largely influence the selection.

3. The subject matter of the articles should be considered. Some subjects are of interest to several classes of readers and to readers without technical training; others but to specialists. Geography, history, and archæology are examples of the first; special languages and special sciences of the second. It would seem reason-

able to analyze the first class before the second, other considerations being equal.

4. The location of the article, *i.e.*, the character of the serial in which it occurs, should be considered. In my opinion this is most weighty, and in connection with the importance of the articles should be decisive.

The real question is whether the aid rendered the reader is worth the expense, and this would depend upon whether that aid could be readily obtained in other ways. Now the student of any particular science (using the term in its broadest sense) generally knows, or at least ought to know, enough to consult the serials which treat exclusively or largely of that science. But he usually does not recollect that there may be an occasional valuable paper on the subject in the *Memoirs*, let us say, of the Vienna Academy; and if he did he would lack the time necessary to search through, not only the publications of the Vienna Academy, but those of the hundred or more similar societies throughout the world. Is it not a reasonable undertaking for the library to do this work once for all the scholars in all the sciences, and still more reasonable that 15 or 30 libraries should combine to divide the labor and the expense? The same conclusions have like weight in regard to other serials than society publications if they are of the same general character, *i.e.*, if they do not readily occur to the student as a possible source of information.

An examination of the list of 184 serials at present analyzed will show how far these principles have governed their selection. Of the first 50 known to me 11 had all four considerations — form, importance, subject, and location — in their favor; nine, all but the form; 21, two, for the most part, subject and location; one, the subject alone; and eight, none. The latter figure is proportionately too high, for in all there are only 23 such. The John Crerar Library analyzes four of these, or nearly its full share, and they may be taken as typical. They are *Revue d'Assistance*, *Revue Penitentiaire*, *Société de Statistique Journal*, *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*.

In not one of them does the form of the article require a catalog entry; the articles are mostly short, the subjects are of interest to specialists only, and the periodicals are all such as would naturally be consulted by these specialists. Would it not be better to drop them, and others like them, and add in their place others of a more general character? I should be glad to see the list extended in three directions: first, to include all American societies and serials of a general character containing scholarly work; second, to include the more important and general technical serials; third, provided the plan of the Royal Society as finally adopted should not supply card entries, as its committee seems to anticipate, to include the general scientific serials.

THE PROCEEDINGS.

LAKEWOOD-ON-CHAUTAUQUA, N. Y., TUESDAY - FRIDAY, JULY 5 - 8, 1898.

FIRST SESSION.

(THE WALDMERE, TUESDAY MORNING, JULY 5.)

THE meeting was called to order at 9.50 a.m. by President PUTNAM, who introduced R. N. MARVIN, of the executive committee of the James Prendergast Free Library of Jamestown. Short addresses of welcome were made by Mr. MARVIN and by Hon. F. W. STEVENS, chairman of the reception committee.

R. N. MARVIN. — It is not my province to deliver a speech, but I extend to you in behalf of our local library a cordial welcome, and assure you of our pleasure that you have come to the shores of our lake to hold your gathering this year. I have to introduce to you the Hon. F. W. Stevens, chairman of our reception committee.

F. W. STEVENS. — It is a pleasant privilege to welcome the American Library Association in behalf of the citizens of Jamestown and Lakewood to our community. We know that you are engaged in a great and important work, in which we sympathize and approve, and we are glad to have the influence which emanates from your association to awaken even more local interest than already exists, though we have nothing to complain of in that particular. We welcome you, and hope that you may have a successful and pleasant meeting.

Response was made by Mr. PUTNAM, who then delivered

THE PRESIDENT'S ADDRESS.

(See p. 1.)

COMMITTEE ON RESOLUTIONS.

The president announced the following Committee on Resolutions as appointed by the executive board: J. N. Larned, C. H. Gould, J. K. Hosmer, Miss Mary W. Plummer, Miss Anne Wallace; later W. C. Lane was appointed in place of J. N. Larned, resigned.

MELVIL DEWEY made his

SECRETARY'S REPORT.

MELVIL DEWEY. — In a general report of the secretary I should like to talk to this body for five hours. But I am going to set an example in keeping this report within five minutes, because it is an absolute impossibility to get through the program unless we follow this plan.

After 25 years of constant work the two most important subjects with which we have to deal are the two that we have as the central topics for this year — the Training of librarians and Home education. Whatever laws we may get, however great our endowments or beautiful our buildings or large our collections, we know that what makes the libraries of this country are the librarians and the assistants — the men and the women behind the books — and unless we can put into the profession in the years before us our best material we cannot achieve our best results. There is no subject that is of more practical importance to the library progress of the next few years than this question of library training, and our program covers that training in every form. The other question, Home education, has been recognized all over the civilized world as the great problem of modern education. With that recognition goes the recognition that that work can be done best and cheapest through the libraries. We have chosen from the whole field these two most essential topics. If our friends who have come here are going to persist, in spite of the warnings of the programs and individual requests to give five-minute speeches, in spending 10 or 12 or 15 minutes, we shall lose a great deal of the important material that is before us for consideration.

I will set an example by closing the secretary's alleged report with this exhortation.

GARDNER M. JONES read the

TREASURER'S REPORT.

RECEIPTS.

Balance on hand June 1, 1897 (Philadelphia conference, p. 130).....		\$1102 20
Fees from 711 annual memberships, at \$2 each :		
For 1895, 1.....	\$2 00	
For 1896, 4.....	8 00	
For 1897, 245.....	490 00	
For 1898, 459.....	918 00	
For 1899, 2.....	4 00	
		\$1422 00
Fees from 11 fellows at \$5 each :		
For 1897, 2.....	\$10 00	
For 1898, 9.....	45 00	
		\$55 00
Fees from 29 library members at \$5 each :		
For 1897, 3.....	\$15 00	
For 1898, 26.....	130 00	
		\$145 00
		\$1622 00
Fees from two life memberships at \$25 each :		
Clement W. Andrews.....	\$25 00	
W. L. Glenn.....	25 00	
Sale of conference proceedings.....	1 50	
Interest on deposit, New England Trust Co.....	19 57	
		\$1693 07
		<u>\$2795 27</u>

1897.

PAYMENTS.

June 10.	Chase's express, for treasurer.....	\$ 60
June 10.	C. A. W. Spencer, treasurer's notices.....	1 50
June 10.	Kay Printing House, extra covers, etc., Cleveland proceedings.....	15 51
June 10.	<i>Publishers' Weekly</i> , postage, etc., Cleveland proceedings.....	63 35
June 12.	N. E. Browne, clerical work for treasurer.....	25 00
June 19.	W. H. Brett (Cleveland conference), stationery, etc.....	62 48
June 22.	Lizzie C. Allen, clerical services for treasurer.....	12 00
June 22.	R. P. Hayes, secretary, circulars, etc.....	104 80
June 25.	R. P. Hayes, check deducted last year.....	50
Sept. 30.	T. A. Fenstermaker, reporting Philadelphia conference.....	250 00
Oct. 11.	N. E. Telephone & Telegraph Co.....	3 00
Oct. 11.	W. H. Brett (Cleveland conference), telegrams and telephones.....	6 22
Oct. 11.	W. A. Stewart, drawing for proceedings.....	6 00
Oct. 11.	N. Y. Engraving and Printing Co., plates for proceedings.....	3 00
Oct. 11.	Library Bureau, attendance register and circulars Brussels conference.....	16 45
Oct. 11.	J. M. Haines, typewriting proceedings.....	2 50
Nov. 17.	<i>Publishers' Weekly</i> , printing and binding Philadelphia proceedings.....	763 70
Nov. 17.	<i>Publishers' Weekly</i> , postage and mailing.....	63 29
Nov. 17.	Chase's Express, for treasurer.....	40
Nov. 17.	Newcomb & Gauss, stationery for treasurer.....	9 50
Nov. 17.	C. F. Williams, circulars Chautauqua conference.....	12 50
1898.		
Feb. 24.	Gardner M. Jones, postage for treasurer.....	17 00
Feb. 24.	Daniel Low & Co., candlestick and express to Rowfant Club.....	10 40
May 2.	Newcomb & Gauss, stationery for treasurer.....	5 50
May 20.	William C. Lane, treasurer Publishing Section.....	500 00
June 28.	Melvil Dewey, payment to Trunk Line Association.....	17 00
June 28.	Kate Emery Jones, clerical assistance to treasurer.....	34 00
June 28.	Gardner M. Jones, postage, etc., for treasurer.....	22 91
		<u>\$2029 11</u>
Balance on hand June 30, 1898:		
New England Trust Co., Boston.....	\$504 06	
Merchants' Bank, Salem.....	262 10	
		\$766 16
		<u>\$2795 27</u>

Of the amount on hand \$50.00 is for life memberships and should be paid to the trustees of the Endowment Fund as soon as they are ready to receive it.

The payments may be summarized as follows:

Proceedings, including delivery:

Cleveland conference.....\$ 78 86

Philadelphia conference..... 838 49

—————\$917 35

Stenographer, Philadelphia conference..... \$250 00

Secretary and conference expenses:

Philadelphia conference.....\$177 00

Lakewood conference..... 29 50

—————\$206 50

Treasurer's expenses:

C. K. Bolton.....\$ 39 50

G. M. Jones..... 88 91

—————\$128 41

Publishing Section..... 500 00

Miscellaneous..... 26 85

—————\$209 11

The present status of membership (June 30, 1898) is as follows:

Honorary members..... 2

Life fellows..... 2

Life members..... 29

Annual fellows (paid for 1898).... 9

Annual members (paid for 1898).....459

Library members (paid for 1898)..... 26

—————

Total 527

The number of members in good standing is the largest in the history of the association.

During the period covered by this report 137 new members have joined the association and seven have died.

There are now on hand the following publications:

2 copies of Milwaukee conference (1886).

32 " " Thousand Islands conference (1887).

79 " " St. Louis conference (1889).

17 " " White Mountain conference (1890).

24 " " San Francisco conference (1891).

5 " " Lakewood, N. J., conference (1892).

8 " " Chicago conference (1893).

100 " " Lake Placid conference (1894).

142 copies of Denver conference (1895).

22 " " Cleveland conference (1896).

454 " " Philadelphia conference (1897).

900 " " President Larned's address.

25 " " Trustees' Section, Cleveland conference.

Respectfully submitted,

GARDNER M. JONES, *Treasurer.*

Necrology.

1. William Rice, D.D. (A. L. A. no. 208, 1879), librarian of the Springfield (Mass.) City Library. Born in Springfield, March 10, 1821; died in that city Aug. 17, 1897. In 1861 he became librarian of the Springfield City Library Association, and gave his best energies to the enlargement of the library and the extension of its influence. The library then contained about 6800 volumes, with a list of 280 subscribers. In 1864 the city made its first appropriation, in return for which free reference use was given to its inhabitants. In 1871 the present library building was erected at a cost of \$100,000. In 1885 the library was made entirely free to the public. It now contains 100,000 volumes and has an annual home circulation of over 150,000 volumes. The growth of his library is but an index of that personal influence in which Dr. Rice was most distinguished and successful.

(See article by Miss Mary Medlicott, L. J., Sept., 1897.

2. Mrs. Hannah Rebecca Galliner (A. L. A. no. 811, 1890), librarian emeritus, and for 25 years librarian of the Bloomington (Ill.) Public Library, now the Withers Library. She was born in Chester County, Pa., in 1832; died in Bloomington, Oct. 19, 1897. In 1870 she was elected librarian, the library being at that time under the private management of an association of women. During the gradual development of the library, its maintenance as a free, tax-supported institution, and its final establishment in the handsome Withers Library building, Mrs. Galliner was constant and devoted in her service, and to her unflagging enthusiasm and work its growth and present influence are largely due. (L. J., Nov., 1897.)

3. Josephine Preston Cleveland (A. L. A. no. 1167, 1893), librarian of the Illinois State Historical Library. She was born in Greenfield, Saratoga County, N. Y.; died in Springfield, Nov. 9, 1897. In 1889 the Illinois State Historical

Library was organized, Miss Cleveland having been largely instrumental in its organization. She was at that time appointed its librarian, which position she occupied until her death.

(Mrs. Jessie Palmer Webber, Librarian Illinois State Historical Library.)

4. Helen Ware Rice (A. L. A. no. 1115, 1893), a graduate of the New York State Library School, class of 1893, died at her home in Worcester, Mass., of consumption, Nov. 28, 1897. For the year following graduation she was on the staff of the Boston Athenæum; a warmer climate being then advised, she went to the University of Virginia to catalog its library. While there she also made a catalog of a part of the Jefferson papers. (Mrs. Louisa Weis Rice.)

5. Justin Winsor, LL.D. (life member A. L. A. no. 46, 1876), librarian of Harvard University and president of the A. L. A., died at Cambridge, Mass., Oct. 22, 1897. Mr. Winsor was born at Boston, Mass., Jan. 2, 1831; after three years spent in Harvard College and two years in Europe he settled in Boston and devoted himself to literary work. In 1867 he was appointed a trustee of the Boston Public Library, and in 1868, upon the death of Mr. Jewett, superintendent. During his service the number of books was more than doubled, eight branches were established, the circulation increased sevenfold, the character of the reading improved, and the library steadily advanced toward the high position in the community which its founders anticipated. In 1877 Mr. Winsor was called to the librarianship of Harvard University, and there for 20 years he worked with extraordinary success to direct the growth of the library so as to meet the special needs of each member of the teaching force, to place its collections freely at the service of the faculty and students for the new methods of instruction, to open its treasures to distant scholars, and to economize resources by uniting the main library with department and classroom libraries without interfering with useful independence.

Mr. Winsor was deeply interested in the general improvement of aims and methods in the library profession; he was active in the formation of the A. L. A., and served as president for the first 10 years of its existence. In 1896 he was again elected to that office and accompanied the American delegation to the second International Library Conference at London in 1897.

Clear insight, sound judgment of men and measures, administrative ability, and moral earnestness made Mr. Winsor a great librarian; a deep-seated love of learning, a life-long habit of systematizing knowledge, worked with these qualities to make him a historian of national reputation and an authority in American historical geography and cartography. The list of his published works is long and covers many fields; but for librarians the first place is held by the monumental "Narrative and critical history of America," to which he contributed a very large part of the bibliographical apparatus which gives it peculiar and lasting value as a work of reference. (W. H. Tillinghast.)

6. William H. Lowdermilk (A. L. A. no. 938, 1891). Born in Cumberland, Md., Jan. 7, 1839; died in Washington, D. C., on Dec. 29, 1897. Col. Lowdermilk was well known in library circles, and as head of the firm of W. H. Lowdermilk & Co. was one of the best-known booksellers in the country. He had been a member of the A. L. A. since 1891, and was one of the original members of the Library Association of Washington City, of which he served as a vice-president for two years.

(L. J., Jan., 1898.)

7. John S. Hayes (A. L. A. no. 1272, 1894), librarian of the Public Library of Somerville, Mass. Born in Durham, N. H., July 5, 1841; died in Somerville, March 7, 1898. In April, 1893, he succeeded Miss H. A. Adams as librarian of the Somerville Public Library, which under his management was largely reorganized. Mr. Hayes had been a resident of Somerville since 1878, and for the 15 years prior to his election as librarian had been principal of the Forster Grammar School in that city.

(L. J., March, 1898.)

Voted, That the treasurer's report be referred to the Finance Committee for audit, and that as a quorum of that committee was not present the president appoint an auditing committee to report at a later meeting.

The president appointed F. P. Hill and Mrs. H. C. Wadleigh to act with Mr. Foster—the only member of the Finance Committee present—as an auditing committee on the treasurer's report.

MELVIL DEWEY.—I move that, even in the pressure of this program, we express by a rising vote the sense of our loss awakened by this necrology, especially of the loss of that man

who was the strong man in American librarianship, of whose life and whose work and friendship so many of us are proud — Justin Winsor.
Voted.

F. M. CRUNDEN. — In the treasurer's report it was stated that 26 libraries were fellows of the association. There are several grades of membership in the association, and the ordinary membership is \$2 a year. Fellowship is \$5 a year, and library membership is also \$5 a year. Those two grades, the fellowship and the library membership, were established with the object of increasing the income of the association. It was considered that every library as an institution could certainly afford to pay \$5 a year for the support of an association that is doing so much for libraries in general and for every library in the country. I want to bring out this fact because I think there should be a great many more than 26 library memberships in this association. Every library ought to have a membership as an institution, whether the librarians come in under the library membership or have their individual membership, and I exhort every librarian to urge upon his or her trustees the appropriation of \$5 a year to make that library a member of the association.

W. C. LANE presented the

REPORT OF THE PUBLISHING SECTION.

(*See p. 46.*)

The report was accepted.

H. L. ELMENDORF moved that the recommendation contained in the report of the Publishing Section in regard to an appropriation of \$500 for its work be adopted and the Finance Committee instructed to appropriate that sum for the purpose.

G. M. JONES. — I hope the association will not take action fixing the amount of this appropriation, because that must depend somewhat on the money in the treasury. The treasurer as well as the Finance Committee will be very liberal indeed to the Publishing Section, and I hope and move that this resolution may pass in the general form of a recommendation, without definite statement of the sum to be appropriated.

The amendment suggested by Mr. Jones was accepted by Mr. Elmendorf, providing that the Finance Committee appropriate as large an amount as should be available for the work of

the Publishing Section, and the motion was carried.

C. W. ANDREWS presented the

REPORT OF THE CO-OPERATION COMMITTEE.

(*See p. 43.*)

The report was accepted.

R. R. BOWKER read the

REPORT OF COMMITTEE ON PUBLIC DOCUMENTS.

To the American Library Association :

The Committee on Public Documents has to report that the supplementary bill prepared by Mr. Crandall to complete the work of the Public Documents act of 1895, approved by the American Library Association at the Cleveland conference, on which no action was taken by the previous Congress, was reintroduced, with some modifications, in the present Congress, but has not, so far, become law. It was presented in the Senate by Senator Lodge, Dec. 16, 1897, and in the House by Mr. Perkins, Jan. 7, 1898, but in both houses it has slumbered in committee. Senator Lodge introduced into the Senate, Feb. 24, 1898, a substitute resolution (S. R. 115) authorizing "the Joint Committee on Printing, in consultation with the Public Printer, to determine upon and establish a uniform style and system of binding, titling, and paging the publications of the government, with a view to simplicity and economy in the same and the discontinuance of varying editions of the same publication," which was referred to the Committee on Printing, but on which no action has been taken. The bill as originally introduced was on the general lines recommended in the report of this committee at the San Francisco conference in 1891 and approved by the association at that conference.

Under ordinary circumstances, a bill legislating so closely in matters of detail would be fairly open to criticism on that ground, but the frequent and political changes in the office of Public Printer and that of the Superintendent of Documents, as well as in the complexion of Congress, suggest that if any permanence is to be had in the method of issuing public documents — and every librarian knows how important uniformity and clearness are in a series of publications necessarily so complicated — it can be had only by strict legislative enactment. No bill of such detail could be framed without being open to individual

criticism, and it has been suggested by one of the members of the committee that this association should assign to this or to a special committee the task of suggesting modifications of the present bill or framing a substitute. In view, however, of the difficulties suggested, it does not seem desirable to the other members of the committee to join in such a recommendation, as it would be difficult to draw any bill which would not be open to some criticism, and perhaps no more satisfactory bill would have as good a chance of passage. The majority of the committee, therefore, recommend that the association again express its desire for the passage of the pending bill or its equivalent.

Senator Lodge also presented, Dec. 18, 1897, an amendment to the Legislative, Executive, and Judicial appropriations bill, providing "that the office of Superintendent of Documents and all government publications in charge of said office be transferred to the Library of Congress and placed under the direction of the Librarian of Congress." This amendment was favorably reported by the Committee on Printing, but killed in the Committee on Appropriations. It is generally conceded that at least that portion of the work of the Superintendent of Documents which deals with the collection and cataloging of public documents, if not the entire work, should be transferred to the national library, and it is recommended that the association record itself in favor of such change.

The Library of Congress is really the National Library, and should be known as such. The desirability of that change seems to be generally recognized, and it is recommended that this association pass a strong resolution in its favor. It is also desirable that the National Library should be placed, like the Smithsonian Institution, outside politics, and its management intrusted to a permanent board, and that suggestion is made part of the resolution proposed by this committee, in such shape that it can be easily excised by amendment if it is considered undesirable to express an opinion at this time on this point.

Mr. Ranck's paper on "Need of additional copyright depositories," presented at the Denver conference in 1895, was referred to the Committee on Public Documents of the succeeding year, but in the absence of formal notification from the secretary this reference

was overlooked and no action was taken. Mr. Ranck called the attention of the present committee to this omission, and his proposition was therefore made the subject of correspondence between the several members of the committee and with the Copyright Office. Meantime the Library Association of Central California (now the California Library Association) passed a resolution suggesting specifically that additional copyright depositories should be established at New Orleans for the south, Chicago for the middle states, Denver for the west, and San Francisco for the Pacific Coast, the Congressional Library at Washington serving for the east; and that publishers should be required to send four copies of each book published in addition to the two copies now sent to the Librarian of Congress. This resolution attracted considerable attention in the press, which generally opposed the plan, one journal going so far as to treat it editorially under the caption "Library robbery." Questions were also raised as to the specific depositories proposed, attention being called in Boston, for instance, to the fact that New England might fairly claim to have the Boston Public Library made such a depository.

It would, of course, be gratifying to the library interests that central libraries in several parts of the country should be authoritatively assured of copies of each book published, provided their capacity and funds permitted the shelving and care of such books; but it is doubtful whether the great mass of books issued from the press would not burden such libraries without due return of real value to readers or students. The two deposit copies required of publishers are primarily for record, and unless the additional copies were to be paid for, serious objection would probably be made against a tax-in-kind on books in addition to the record copies. There have been alternative suggestions that a copy of each book published within each state should be sent to the state library or a library designated within that state; or that the second copy required now for deposit purposes should be assigned to the state library. The practice of the Copyright Office is to keep one of the record copies in the archives of the Copyright Office and to deposit the other in the proper department in the Library of Congress for the general convenience of the national public. The

Copyright Office emphasizes the importance of keeping one of these copies in special record deposit, in view of the frequent necessity of reference in connection with copyright suits and the danger of copies being mislaid or lost if swallowed up in the collections generally accessible to the public.

In view of these considerations, the committee finds itself unable to recommend favorable action on Mr. Ranck's plan, and should the association desire to act further, it is suggested that the subject be referred to a special committee.

It will be recalled that on the passage of the Public Documents act this association committed itself definitely to the proposition that a trained public servant, like Dr. J. G. Ames, should be kept in charge of the work which had hitherto been under his direction, and the appointment of Mr. Crandall, political in its origin, was the subject of serious criticism. This criticism was concerned entirely with the method of appointment, quite apart from the personal capacity of the appointee, and the work accomplished under Mr. Crandall's direction has been cordially recognized by the association and its members generally notwithstanding the exceptions taken to the principle of his appointment. On Nov. 17, 1897, the Public Printer reduced Mr. Crandall from the post of Superintendent of Documents to the position of librarian of the Document Office, and an "emergency appointment" was made by the Public Printer placing the Office of Public Documents in charge of Mr. Louis C. Ferrell. A memorial asking for Mr. Crandall's reinstatement was signed by many librarians, particularly those of depository libraries, and efforts were made by the officers of the association and by this committee to save this new and important bureau from the ravages of the "spoils system." After considerable delay, a vacancy was formally declared in the position of Superintendent of Documents, and a Civil Service examination was held May 20, 1898, the results of which have not yet been announced. It was hoped that, in view of the permanent character of the bill providing for this officer, and under the protection of the Civil Service law, the post of Superintendent of Documents might be divorced from political appointment and have the benefit of continuous administration by a person who had shown capacity for the work and acquired

experience in it, until there should be definite reason for a change, and whatever the outcome of the recent examination, it is needless to say that this rule should prevail in the future.

Since the last report of the committee two new volumes of the regular index have been issued, being the "Index to documents, [etc.] of the 54th Congress, Second Session, Dec. 7, 1896-March 3, 1897," and the same for the 55th Congress, First Session, March 15-July 24, 1897; the first of which was issued in November, 1897, about eight months, and the second on Jan. 24, 1898, just six months, from the close of the period it covered, an example of unusual and creditable promptness which sets good pace for future work. These volumes follow the plan of the previous volume, with the addition of a numerical list of documents and reports, making it possible to locate each by number, as well as by author, title, and subject.

The "Monthly catalogue" has been continued, and a measure is pending increasing the edition from 2000 to 4000.

The series of public documents known as "Message and Documents" has been abolished, the documents contained in that confusing series being furnished elsewhere in somewhat clearer and better shape, although not yet in the best shape. The half-reform in this particular emphasizes the importance of a thorough readjustment of the public document confusion as to title-pages and back-lettering.

The deplorable lack of effort on the part of many state governments to systematize, collect, preserve, and exchange the official publications of their several departments has come sadly home to many librarians and students who appreciate the value of these records, especially important where, as in this country, one state often tries an experiment or goes through experiences the lessons of which are most valuable in other states. Much excellent work in this direction is being done by individual state librarians and by several state historical societies, but this work should be carried on officially and systematically in every state through its state library. The chief difficulty in the way is the too general custom of making the state librarianship a matter of political preferment instead of professional advancement, which deprives the legislative body looking to the

state librarian as an official source of information, the people of the state and students throughout the country of that continuous service especially necessary in this field. A resolution covering this matter is submitted by the committee.

During the past year, however, one most important addition has been made to state bibliography in the "Publications of the state of Ohio, 1803-1896," compiled by R. P. Hayes, which presents in compact, semi-tabulated form a check list of Ohio issues, such as should be issued by every other state in the Union, unless more elaborate bibliographies are practicable. A "Bibliography of Vermont," compiled from material collected by M. D. Gilman, was published in 1897, but this refers to books about the state, and only incidentally and imperfectly to state publications. Special attention may be called, also, to the bibliographies on taxation and on municipal affairs issued from the Indiana State Library, although outside the field of state bibliography proper.

In relation with the list of state publications announced in connection with the "American catalogue"—which list was to include, on the system hitherto adopted for the "American catalogue," an extension of these entries backward to the beginning of each state—full materials have been received from Massachusetts, New Hampshire, Maine, Ohio, Indiana, Iowa, and Wisconsin; similar material has been promised from New York, and printed reports were sent as material by Pennsylvania and Michigan. Reply post-cards indicating willingness to co-operate were sent by state librarians or other officials of all states except New Jersey, Delaware, South Carolina, West Virginia, Tennessee, Kentucky, Missouri, Texas, Arizona, and California, from which no replies to letters have been received. It is now proposed to issue that list in two parts, the first including, it is hoped, the New England states, New York, New Jersey, Pennsylvania, Ohio, Indiana, Illinois, Michigan, and Wisconsin, as the states from which most ample and best results can be secured, making this an example to the other states whose lists will be left for a second division. In this manner it is hoped to make at least a check list which would show to some extent the valuable material concealed in state documents, and will also give a convenient basis for noting and filling gaps.

Another valuable field for public documents is that of the issues of the several cities—but this opens so wide a field as to be beyond present possibility and intention. The interest that has been aroused in municipal bibliography by reason of the important political developments in city governments in recent years has produced much result in this field, and particular attention should be drawn to the bibliography on municipal affairs, included in the initial number (March, 1897) of the publication called *Municipal Affairs*, issued by the Reform Club of New York.

The following resolutions are presented :

Resolved, That the American Library Association respectfully urges upon Congress the passage of the supplementary bill (S. B. 2842) providing for further improvements in methods of issuing government documents, or an equivalent measure, in accordance with the general methods already approved by this association in previous conferences.

Resolved, That the American Library Association expresses its appreciative thanks to Congress for the recent developments which have assured to the Library of Congress the opportunity to take rank with the great national libraries of the world, and it respectfully petitions that the true position of the library may be recognized by its formal designation as the National Library; that it recommends that the general management of the library, under the direction of Congress, shall be intrusted to a board of regents, assuring permanence of system in its control and methods; and that it approves the proposal that the collection and cataloging of the public documents shall be transferred to the control of the National Library.

Resolved, That the American Library Association, emphasizing the great statistical and historical value of state publications, and recognizing the unsatisfactory methods of issuing, collecting, and distributing such documents in vogue in many of the states, instructs the Public Documents Committee to make official inquiry concerning the existing files of such documents, for presentation at the next conference of the association, and urges upon the several state authorities that steps be taken for the more systematic collection and better preservation of their official printed documents and their wider use by the people, and that it proffers its co-operation to that end.

R. P. HAYES. — I move that the first resolution recommended by the committee be adopted.

F. P. HILL. — These are very important resolutions, and it seems to me that we want to be sure that they are in proper shape and have

time to consider them. I move to amend that all the resolutions be referred to the Committee on Resolutions, and that these resolutions be printed and distributed within the next 24 hours.

J. N. LARNED. — Action taken on the final report of the Committee on Resolutions is usually taken hurriedly at the last of the proceedings when there is less than the present attendance. I doubt if there is much difference of opinion regarding the several points presented, and it seems better that we should finish action at this time.

H. L. ELMENDORF. — It would be a good plan to have these resolutions in the hands of every member of the association before they are acted on; it would also be well not to postpone action till the final resolutions are taken, but that the president appoint a definite time for their consideration after they appear in print.

F. P. HILL. — I will eliminate that part of my suggestion which refers the matter to the Committee on Resolutions and merely move that the resolutions as recommended by the Committee on Public Documents be printed for distribution.

R. R. BOWKER. — I would take the liberty of asking in behalf of the committee that, as the resolutions should really have very careful attention, the subject be postponed till to-morrow morning, during which time, if possible, the resolutions should be put in print. I ask, therefore, that they be made a special order for to-morrow morning.

The motion pending was withdrawn, and there being no objection, the consideration of the resolutions recommended by the Public Documents Committee was made a special order for Wednesday morning at 9.30.

C. H. GOULD made the following

REPORT OF THE COMMITTEE ON FOREIGN DOCUMENTS.

C. H. GOULD. — In behalf of the committee I have to report that the list of French public documents which Mr. Andrews has prepared has been edited for publication by Miss Hasse and is now in the printer's hands. It is hoped that a final proof may be received before the adjournment of this conference.

No additional work has been undertaken other than the initial steps toward preparing a German list of a similar nature.

I think that the committee is much indebted to Mr. Andrews and to Miss Hasse for compiling this French list. They have done all the work entailed in its preparation, and this has been no slight task.

The committee desires to have this report considered as a report of progress. *Accepted.*

MELVIL DEWEY. — Miss Hasse did the final editorial work on this list of French documents, and we are printing it in Albany as a state library bulletin.

Mrs. S. C. FAIRCHILD read the

REPORT OF COMMITTEE ON "SUPPLEMENT TO A. L. A. CATALOG."

Your committee have carried on the work according to the plan outlined by the report of the committee at the Philadelphia conference for the preparation of a five-year supplement covering books published in the English language, 1893-97, inclusive. The following are the most important features of the plan:

An extension of the idea of securing expert judgment has been provided for by forming small committees of librarians and specialists on each important subject, each member examining each book on his subject and also taking the responsibility for his vote. The preface will contain the names of all co-operators, with the distinct statement that every book has the full approval of every member of the committee on each subject, except as initials after individual titles indicate individual disapproval. This will insure more thorough work than has ever before been secured in co-operative book selection.

An agreement on a basis of selection, both a general basis and a special basis for each subject, will maintain a desirable unity of plan, and a statement of the basis of selection will add much to the value of the supplement.

It is not difficult to secure the interest and co-operation of specialists. Dr. Nicholas Murray Butler and Prof. F. H. Giddings, of Columbia; Prof. George Harris, of Andover; Prof. J. W. Jenks and Prof. Charles De Garmo, of Cornell; Prof. C. M. Andrews, of Bryn Mawr; Prof. H. B. Adams, of Johns Hopkins; and Hamilton W. Mabie, of the *Outlook*, represent the type of men who are already working for and with us.

In Philadelphia in 1897 the association voted to ask the Publishing Section to publish the

supplement. In May, 1898, the Publishing Section accepted an offer of the New York State Library to print the supplement as a bulletin, just as the Bureau of Education in 1893 printed the catalog of the A. L. A. library for the association. The supplement will contain a classified and an author list. In the author list the class number by the Decimal and Expansive classifications and the dictionary heading will be given with each title. The bulletin will be issued in November, 1898.

SALOME CUTLER FAIRCHILD, *Chairman.*

J. N. LARNED, F. M. CRUNDEN,
C. M. HEWINS, G. T. LITTLE,
R. G. THWAITES, G. M. JONES.

MELVIL DEWEY. — While the committee has not promised to print annotations and does not find it practicable to undertake to annotate the entire list, we shall be glad to print and the committee will be glad to secure annotations as far as obtainable from competent sources, so that if any persons interested have annotations or notes and will send them to the committee they will be used as far as practicable in adding to the value of this important work.

In the absence of H. C. WELLMAN his report on

BRANCHES AND DELIVERIES

was accepted as printed in the preliminary papers.

(See p. 8.)

W. E. FOSTER presented the

REPORT ON LIBRARY BUILDINGS,

which was accepted as printed in the preliminary papers.

(See p. 13.)

W. E. FOSTER. — In addition to the printed report we aimed also to secure an exhibit which might be examined on the spot. As to this exhibit, look around you. The gallery supplies an ideal place to exhibit the views and plans sent in; others are posted on the walls and along the stairway, and still others are in portfolios on the tables. We have also a collection of 400 slides of library views and plans, and I will simply add that this report will be concluded by an evening exhibit of these lantern-slides in this place.

Dr. G. E. WIRE'S

REPORT ON CATALOGS AND CLASSIFICATION

was accepted as printed in the preliminary papers.

(See p. 18.)

Miss C. M. HEWINS presented the

REPORT ON CHILDREN'S READING,

which was accepted as printed in the preliminary papers.

(See p. 35.)

Miss C. M. HEWINS. — In a small room opening off this is an exhibit of what I have received from the libraries that sent answers to my postals. Only about one-third of the cards that I sent out were answered; and I should like to ask now and here for reports, bulletins, or anything that any library in the country has done in connection with work with and for children.

Miss C. M. HEWINS read a summary of Miss E. P. ANDREWS'

REPORT ON GIFTS AND BEQUESTS.

(See p. 52.)

JOSEPH LE ROY HARRISON presented his

REPORT ON LEGISLATION AND STATE AID,

which was accepted as printed in the preliminary papers.

(See p. 23.)

JOHN THOMSON'S

REPORT ON OPEN SHELVES

was also accepted as printed in advance.

(See p. 40.)

Adjournment was taken at 12.50 p. m.

SECOND SESSION.

(THE WALDMERE, TUESDAY AFTERNOON, JULY 5.)

The meeting was called to order by the president at 2.40 o'clock.

Successive reports were made by those named below on

LIBRARY SCHOOLS AND TRAINING CLASSES :
DISTINGUISHING CHARACTERISTICS OF EACH PRESENTED BY A REPRESENTATIVE OF ITS FACULTY :

MELVIL DEWEY (*see p. 59*); Miss M. W. PLUMMER (*see p. 60*); Miss A. B. KROEGER, (*see p. 62*); Miss K. L. SHARP (*see p. 63*); Mrs. S. C. FAIRCHILD (*see p. 66*); Miss L. E. STEARNS (*see p. 67*); W. I. FLETCHER (*see p. 67*); W. H. BRETT (*see p. 68*); G. E. WIRE (*see p. 69*); Mrs. H. C. WADLEIGH (*see p. 69*).

W. I. FLETCHER read a paper on

INFLUENCE OF LIBRARY SCHOOLS IN RAISING THE
GRADE OF LIBRARY WORK.

(See p. 70.)

Those named below gave short accounts of their experience in the management of

ELEMENTARY LIBRARY CLASSES FOR TRAINING ASSISTANTS:

Miss C. M. HEWINS (*see* p. 71); Miss E. C. DOREN (*see* p. 72); J. F. DAVIES (*see* p. 73).

Miss H. H. STANLEY read a paper on

SUMMER LIBRARY SCHOOLS AND CLASSES.

(*See* p. 74.)

Successive statements, as follows, were made in answer to the question :

WILL THE INTERESTS OF THE PROFESSION BE BEST SERVED BY A FEW WELL-EQUIPPED SCHOOLS WITH STRONG FACULTIES, AT CENTRAL POINTS, OR BY A LARGE NUMBER OF SMALLER SCHOOLS AND CLASSES SCATTERED WIDELY THROUGH THE COUNTRY?

W. I. FLETCHER. — This seems an unnecessary question, because it is perfectly clear that we now have both a few well-equipped schools with strong faculties at central points and a large number of small schools and classes scattered through the country. Why should we discuss the question whether one of these would be better than the other, when we have both and are going to have more of both?

I would enter a demurrer to the expression "the interests of the profession." We are not here to discuss the interests of the profession, or to discuss what will promote the interests of the profession, but we are here to promote the interests of "sawing wood and getting work done." By the term "interests" I suppose is meant the interests we are seeking to promote. How can it be otherwise than that these will best be served by due attention to both kinds of schools and classes?

S. H. BERRY. — The question of equipment is the one around which this phase of the subject must centre, and I am forced as I think of it to advocate the side of centralization. None but the largest and best libraries can have the equipment to illustrate the right and wrong way of doing things, and to show how to meet the various problems of a work full of problems. No others can have upon their staff persons qualified to teach, for the teaching in various lines should be by specialists, and a specialist in one or two points cannot give the training which the work calls for.

The average is high in our profession, but the

librarians who rise above the average are the ones who will hold the fort in coming years. The schools have not trained all the librarians in the past; the schools will not train all the librarians of the future, but they will set the pace. There will be those who learn their profession by the slow and sure process of experience, but he who does so learns against great odds and must spend a great amount of time in unlearning what the student in the class has been taught to avoid. But if by nature, training, and taste he is led to this work he will learn it against any odds. Again, the smaller library can train assistants to do the work they have to do in the way they are in the habit of doing it, but this is not education; it is learning something, but it is not education.

Even the best training under the most favorable circumstances cannot prepare one to meet all problems and every emergency; the first week of work away from the class-room will bring up questions which the class work did not anticipate, therefore a part of the training is teaching adaptability. The best education the world has ever known is the present-day education, because it teaches the reason for things and the principles underlying them.

Mere information is not education. The intention may be good when a library with insufficient staff and equipment offers to take students for a course, but a wrong has been done when a young man or young woman desiring to prepare for a career of usefulness or of enlarged usefulness, with the legitimate expectation of a better income, is led by advice of those who are supposed to know to take a course of study which does not prepare them to compete successfully with the best work. Almost any library has sufficient staff to take two or three students and prepare them to do tolerably good work, but the days are upon us, at the commencement of the second decade of library school work, when better than tolerably good work is demanded of us, and it is a rising cadence.

Miss ANNE WALLACE. — While the library schools now existing present characteristic variations each fills a special want. Because Georgia needs at present only the simplest elementary training schools is no reason why the Empire state should not continue its high grade of strictly technical training. The need for simple instruction in elementary work is a crying need

with us among a class who are beyond the A B Cs of literature. I refer to the large number of librarians holding office who have had no technical training and yet who, by executive ability and good, common sense, have been enabled to manage their boards of directors, bring order out of chaos, and make the library a centre of literary activity. To such a one the summer school course of six weeks, which requires no civil service examination for entrance and confines itself strictly to the primary rules of classification, cataloging, accessioning, shelf-listing, etc., is a godsend, and raises the self-respect of the conscientious librarian. Therefore, I have come to the conclusion, after study of the question, that its answer is not either class or school alone, but *both*.

W. H. BRETT. — If this question is a practical one it implies that the schools now in existence are not adequate to meet the need, that therefore the number is likely to be increased, and that this association should consider what form of school is best suited to the need and encourage the establishment of such ones.

We have now in the country four well-established schools, three in the extreme east and one in the middle west, all doing excellent work. We cannot, however, divide them into classes such as those mentioned in the subject of this discussion, nor have we in the brief history of library education data which may bear upon the question — we may, therefore, take a lesson from experience in other fields of education.

Ohio is notable for the number rather than for the quality of its colleges. I think there are over 40 in the state granting degrees. Two or three at the head of the list fairly rank among the best colleges in the country. A few at the foot give a mere travesty of a college education. Most of them offer courses which, while they cannot be compared to the great universities, still offer to their students breadth, culture, thoroughness.

I believe that the criticism of any educator will be that the multiplication of schools in Ohio has been on the whole a benefit.

A close analogy to the work of library schools may be found in those schools devoted to special training for teaching or other professional work. No one will question that the multiplication of normal schools and the bringing of special training for the work of the school-

room practically within the reach of all has been a great benefit to our schools. While the training in our smaller normal schools does not equal that of the older and more famous ones, they certainly do give a fair preparation for their work to many of our teachers who would be otherwise untrained.

Consider also the preparation for the law. Not many years ago the study of law in Ohio consisted of reading for a time in the office of a lawyer and then taking an examination which was merely a form. The young man had just so much preparation as he had been able to acquire practically unaided, and he began to practice law and to learn his profession at the expense of his early clients. Now several law schools have been established, a much more thorough preparation is required, a state commissioner examines the candidates and admits the successful ones to the bar. At the last examination, which was held recently, one school sent up 15 applicants, with one failure; another 32, with one failure; and one or two others had the same small proportion of ill success; one school, however, sent up 18 candidates with 15 failures. I think we have here examples, both of the benefit and of the possible disadvantages, of the multiplication of the professional schools, and we have also, in the work of the commission, the means suggested by which the possible disadvantages may be avoided.

When we consider the high standard adopted and required by the New York State Library School, and realize that this is the standard by which the work of the schools already established elsewhere by graduates of the New York school is measured, we cannot see that there has been or is likely to be any dangerous tendency toward hasty and insufficient training. The essential condition of good work is that the smaller school should recognize its limitations and aim at thorough training in the fundamental things rather than attempt to cover a larger field less thoroughly.

If, finally, an examining board could be established which would give diplomas to candidates from all schools it would form a safeguard against superficiality. Under such conditions other schools might safely be established, as needed, and the largely endowed, fully equipped, ideal library school of the future may develop from one of the smaller schools of the present.

Miss EDITH E. CLARKE read a paper on

THE LIBRARY OF THE LIBRARY SCHOOL AN INDEX OF ITS WORK.*

To steer a ship one must have a point to steer for; to train a librarian one must see clearly what the ideal librarian should be.

The three chief qualifications of a librarian have been stated as, 1, business or executive ability; 2, technical knowledge; and 3, culture.

The first, while it may be aided, cannot be taught. Of course, knowledge and experience of the work of organizing and systematizing add to one's ability to manage a business, but the essential characteristics of executive ability, *i.e.*, force, energy, tact, industry, and judgment, are not included in the curriculum of any school.

The second qualification, technical knowledge, is what the library school is expected to teach, and upon the equipment of the school rests essentially its fitness for this teaching. A school must possess three teaching agencies—1, a faculty; 2, a curriculum; 3, an equipment for practical work. The last is the present subject of consideration. The library bears to the library school a relation quite beyond and additional to that which it bears to the school of law or medicine or theology; it is the laboratory; the place where the student sees applied and applies himself the precepts and principles taught him. Taking as an instance instruction in cataloging alone, proficiency in the art depends on how large a collection of books has come within the student's reach; in other words, in how large and how scholarly a library he has worked.

The popular library, ranging in size from 5000 to 40,000 volumes, comprises only works familiar in subject, title, and style. As the collection goes beyond the 100,000 volume mark, or in the case of a scholar's library reaches 50,000, it begins to include rarer, costlier, abstruse and technical works, and as size and scholarship increase whole classes are included the existence of which is not hinted at in libraries less large and scholarly, and which are a totally unexplored region to the cataloger whose experience is restricted to the popular collection. If this is true in cataloging it is true of

other processes—accession work, shelf-listing, and loan work, in ordering, above all in classification and reference work. Here acquaintance with bibliography graded to the character of the library in which the work is to be done is an absolute necessity. And bibliography is acquaintance with books—with each isolated, unrelated, distinct individual of the book world. The more books seen, the wider knowledge; the more scholarly the collection open to the student, the more valuable and scholarly the bibliographical information acquired.

There is danger that the popular mind may get the idea that technical processes may be taught by the library school quite without knowledge and use of the material to which those processes are to be applied, that is, without the books themselves. Last winter the Olivia Institute was opened in Washington, D. C., and at the very moment of its acquiring merely a local habitation and a name, without a collection of books of any kind, it was announced that a library school would be opened to all who should apply. From this extreme case of a library school without a library there are various gradations of equipment among the various schools that now exist. The essential point is, therefore, that the library should be recognized as a controlling factor in the quality of training which the library school bestows, and which must, other things being equal, result in a differentiation in the preparation of its graduates for library work or in a preparation for different grades of work.

The third qualification of the librarian has been stated as culture, that inward spiritual activity, with its characteristics of right feeling, of intelligence, of sympathy. The technical processes may be mastered, but, the spirit being lacking, a barren administration rejoicing in technicalities but omitting to put forth the social and moral influences of the library may result in one more mechanism for the higher life in the body social being rendered inert through the incapacity of its administrator. To develop this inward spiritual activity is the duty of the teachers and of the school. The agency by which the library disseminates this culture is through the influence of literature—of books. Culture cannot be cultivated as one raises mushrooms or teaches multiplication. But by requiring some familiarity with the world's literature in the entrance examinations, by providing a

*Owing to the special relation of this paper to the preceding discussion its essential points are here given in abstract.

well-equipped library, by insisting on a sufficiently generous period of attendance, and above all by the spirit of the direction and use of the library, can the culture which literature bestows be fostered.

MELVIL DEWEY. — This subject of training is, I believe, the most important topic before modern librarianship. We want to look it squarely in the face. Some time ago some one went over the history of the Civil War and was astonished to find that, with three exceptions, the great work of that war was done by the men who had been trained at West Point. Many brave men did wonderful things, but the essential work of the Civil War was done by graduates of our great military school. Do you believe that if there had been 50 military academies scattered about we should accomplish, through them, the results that came from the men who attended the school where all effort was massed, and where they had that supreme thing, the atmosphere of the place? If you break up into little parties of five, or 10, or 12, you cannot have the atmosphere that you get where 100 or 200 earnest men and women, picked from the best of the whole country, come together; every breath they draw brings something of inspiration.

A professional education that amounts to anything means endowment, strong character, the best general education; and this is absolutely impossible unless we centralize. On the other hand, it would be an absurdity to have a few universities and not to have the common schools. We want a training class in every library that can have one; it is a good thing, if it is only to teach the janitors how to sweep and dust better. But when that elementary work is called professional training we mislead the public. I have said many times, in regard to colleges, that the man who graduates from a certain college, and, through a sense of loyalty, sends his boy to that same college when he knows he might send him to a better one, commits a crime in not sending that boy to the place that will make his life largest and richest. The difficulty with the Olivia Institute, referred to by Miss Clarke, was simply that its organizers were establishing an institution and they said, "We will train journalists and seamstresses, etc.," and some one said, "There are a great many young women in libraries; we will start a library school," and they did — without, perhaps,

any conception of what librarianship was. There are people who confuse librarianship with the elementary work of the clerk or the typewriter. If any one wishes to start a school to teach people how to do elementary work, well and good; but we want librarianship on the plane of one of the learned professions. That means university endowments and a university atmosphere.

We labor under one disadvantage in Albany, and that is that we are not in a great teaching university. That is the most hopeful feature of the Illinois school, which is a library school in a great university on the same plane as the other schools. The advantage that we have in Albany is that we have the first state library department created and maintained by the state; we have an appropriation to expend in behalf of the libraries and an organization that is very useful for students, but we lack this university atmosphere that is so important.

Mrs. S. C. FAIRCHILD. — Mr. Fletcher has paid to library instruction a tribute for which I thank him. He said that the instruction of the library schools had improved the quality of the technical work of the libraries. That is true, and it is right that it should be recognized; but if we have done nothing more than that we have our work yet to begin, and it seems to me that this is the hope of the broader field which instruction is taking. We have our regular schools, our summer schools, our formal instruction in the large public libraries, and then the little training classes, or rather classes for assistants, under the charge of the librarian. Through all of these it is possible for every one in the library service to come to have a knowledge and love of books, and, although technique is important and essential, I do not believe we will ever do our best work till every one, from the head of the library down, knows books and loves books, so that it is possible for them to make others know and love books.

H. L. ELMENDORF. — I agree with every word of Mr. Dewey's. There is not, I fancy, any one among us who would advise the training of one of these small classes when attendance was possible at one of the large schools. But, on the other hand, unless practical training can be given in our libraries in a small way we must go without it entirely for the great mass of assistants, for we cannot do as we would

and require every assistant to go to a library school. These training classes and small schools are doing a wonderful work, not only for the assistants but for the profession and for the libraries themselves. One thing that the large schools can do is to send experts into our large libraries, to teach where they are lacking, not so much for the benefit of those who wish to be librarians elsewhere as to strengthen along right and proper lines the work in the individual large library. There is a great field for this work in the future. I think there is room in this field for both the little and the great.

A recess was taken at 5.38.

THIRD SESSION.

(THE WALDMERE, WEDNESDAY MORNING,
JULY 6.)

The meeting was called to order by President PUTNAM at 9.35 a.m.

The president announced that the special order of the morning was the consideration of the

RESOLUTIONS REPORTED BY PUBLIC DOCUMENTS COMMITTEE.

R. R. BOWKER. — I move the adoption of the first resolution, which reads as follows:

Resolved, That the American Library Association respectfully urges upon Congress the passage of the supplemental bill (S. B. 2842) providing for further improvements in methods of issuing government documents, or an equivalent measure, in accordance with the general methods already approved by this association in previous conferences.

This resolution as framed and presented to the association has the cordial support of the present as well as of the recent Superintendent of Documents. *Voted*.

R. R. BOWKER. — The second resolution reads as follows:

Resolved, That the American Library Association expresses its appreciative thanks to Congress for the recent developments which have assured to the Library of Congress the opportunity to take rank with the great national libraries of the world, and it respectfully petitions that the true position of the library may be recognized by its formal designation as the National Library; that it recommends that the general management of the library, under the direction of Congress, shall be intrusted to a board of regents, assuring permanence of system in its control and methods, and that

it approves the proposal that the collection and cataloging of the public documents shall be transferred to the control of the National Library.

I am glad to say that in the spirit of that resolution we have the hearty concurrence of the officials of the Library of Congress and of the Office of Documents. There are, however, important questions of methods to be considered; it is also a question whether in a matter of this importance concerning library administration there should not be a reference to the council of this association, which under the constitution is to pass upon such questions; and I shall therefore ask, instead of an immediate vote on this resolution, that it be referred to the council, and unless the council take previous action that it be made a special order for the next conference. It is believed, on careful consultation with all concerned, that nothing will be lost by postponing action on this resolution, nor does postponement mean that the association in any way disapproves of the resolution. It simply means that more time may be given for consultation and that the matter may be brought up at a more opportune time.

I move, therefore, that this resolution be referred to the council, with the understanding that the council is free to act during the year, if it should seem desirable, but if not, that this should be a special order at the next conference.

DAVID HUTCHESON. — In proposing the postponement of this resolution for future action Mr. Bowker has placed the matter so clearly before the convention that it is hardly necessary to say anything more. As one of the delegates from the Library of Congress I am, however, glad to have the opportunity to state very briefly the well-considered position which, in an unofficial way, I take with reference to this resolution. And in expressing my own opinion I express the opinion generally held in the library. Without reference to the merits of the proposed changes, it is my clear conviction that it is inexpedient to press the resolution at this time.

The work needed to be done in the library, the work which the librarian is steadily pushing forward, would be hindered by the introduction of new problems. Our first task is to place as speedily as possible the vast collection in the library in such a shape as to be available to

the student, and any new departure which would call off the energies of the library force from this task is to be deprecated. I am, therefore, clearly of opinion that the consideration of the resolution should be postponed.

L. C. FERRELL (*Superintendent of Documents*).—On the subject of the proposed transfer of part of the Office of Documents to the Congressional Library it would probably be advantageous to postpone action for the present, to see how the present plan operates. This office has only been in operation for three or four years, and everything is still in a transition state, with room for improvement. I am disposed to co-operate with this association and with libraries all over the country in every way possible.

I have now in mind a change on which I would like to say a few words, and that is in regard to the printing of the document catalog. I should like to have the law amended so as to print biennially instead of annually; that is, to make the catalog cover a whole Congress. It would be much better to have a document catalog covering the 55th Congress than one covering the first session and appearing perhaps in the middle of the next Congress. If a plan can be adopted for printing a monthly catalog that will take the place of the document catalog, and that can be consolidated at the end of a term of Congress, it will enable us to have it printed within a few months after the close of that Congress. In order to get any such changes made I should like to have the co-operation of the library association. It has begun to be recognized that the library association has a controlling interest in matters relating to the printing and distribution of public documents, and in the chairman of the Senate committee it has a staunch supporter.

In regard to these resolutions I give my hearty assent to the proposed changes in the printing, binding, and distribution of documents. I do not approve specially of any particular bill, but I think the laws ought to be changed and shall give my hearty co-operation to any movement in that direction.

R. R. BOWKER.—Nothing, it seems to me, has better shown the tone of this association and the trust in the fairness of the association than the history of its relations with this important office of Superintendent of Docu-

ments. We have had occasion to criticise in two cases the method of appointment to this office. In each case the new incumbent has been caused to feel, and has, I think, sincerely felt, sure of a welcome and of a fair hearing from this association and from every librarian. I hope that we shall not lose Mr. Crandall from the library field; I think we have reason at this moment to congratulate ourselves that in the new incumbent we have also one who will sympathize with the purposes of this association and certainly do his best to co-operate with it when he believes it is in the right.

The motion that the resolution be referred to the council was carried.

Mr. BOWKER moved the adoption of the third resolution, as follows:

Resolved, That the American Library Association, emphasizing the great statistical and historical value of state publications, and recognizing the unsatisfactory methods of issuing, collecting, and distributing such documents in vogue in many of the states, instructs the Public Documents Committee to make official inquiry concerning the existing files of such documents for presentation at the next conference of the association, and urges upon the several state authorities that steps be taken for the more systematic collection and better preservation of their official printed documents and their wider use by the people, and that it proffers its co-operation to that end. *Voted*.

ADDITIONAL COPYRIGHT DEPOSITORIES.

R. R. BOWKER.—The Committee on Public Documents meant to indicate in its report that it could not give its support to the proposition of Mr. Ranck regarding additional copyright depositories, and that if the association disagreed with that course it would be preferable to refer that matter to a special committee. Practically the committee reported against the plan, but tried to make it easy for the association to disagree with the committee."

W. I. FLETCHER.—This seems to me a question which has received considerable attention, and I should be sorry if by our present passing of this matter we should seem to be preventing an inquiry that is regarded by many as of considerable importance.

Dr. G. E. WIRE presented the

FINAL REPORT OF THE W. F. POOLE MEMORIAL COMMITTEE.

This committee, appointed at the Denver conference, consisted of: F. M. Crunden, librarian

St. Louis Public Library; W. I. Fletcher, librarian Amherst College Library; J. N. Wing, with Charles Scribner's Sons, New York City; and Dr. G. E. Wire, 1574 Judson avenue, Evanston, Ill. They organized by electing Mr. Crunden chairman and Dr. Wire secretary and treasurer.

In June, 1896, a circular was sent out to all members of the A. L. A., to many booksellers and publishers, and to members of Dr. Poole's class in college. In all some 2500 circulars were sent out all over the United States. Subscriptions began to come in at once, and at the Cleveland conference it was announced that \$100 was on hand. This sum was doubled by money raised at Cleveland. The committee had decided upon a bronze portrait bust, life size. This would cost, at the lowest, \$500. Owing to the presidential campaign and the hard times money came in slowly that fall and winter and the following spring, although considerable personal effort was made. In the spring of 1897 the New York and Pennsylvania library clubs each made generous contributions, and at the Philadelphia conference the last money necessary was raised by a collection.

The committee decided to employ the celebrated sculptor, Mr. John Gelert, whose "Struggle for work" at the World's Columbian Exposition will be remembered. A contract was made with him early in July, 1897, and he went immediately to work. He had as aids and guides a death-mask made by himself, some two dozen photographs kindly furnished by Dr. Poole's family, and his own recollections of Dr. Poole during the last two years of his life, as well as suggestions and criticisms from the family and friends.

The clay model was finished and accepted Sept. 3, 1897, and a suitable plaster cast was made from it and sent to the American Bronze Company, Grand Crossing, Ill. Some difficulty occurred in casting, and it was not until the third attempt that a successful cast was made. This was accepted Feb. 18, 1898, and one week later it was formally tendered to the directors of the Chicago Public Library and received by them. It was thought fitting that the bust should grace the new building and accompany the library which Dr. Poole did so much to build up. The formal unveiling will occur on the completion of a

suitable pedestal and the selection of an appropriate place for it.

In closing this report your committee would thank the numerous friends of Dr. Poole who have so generously given in order to make this bust a possibility. The subscriptions have ranged in amount from 25c. to \$25, and have come from east and west, from Maine to California. To each contributor has been sent a half-tone reproduction of the original clay model. A list of the givers* and an account of receipts and payments accompany this report, and your committee would ask to be discharged.

F. M. CRUNDEN, J. N. WING,
W. I. FLETCHER, DR. G. E. WIRE.

Receipts and Expenditures.

Received from societies and individuals.	\$546 05
Received interest.....	12 41
	<hr/>
	\$558 46

Paid.

For bust.....	\$500 00
" printing.....	25 00
" postage and expressage.....	15 57
" travelling expenses.....	3 50
" photographs.....	3 50
" half-tones.....	10 89
	<hr/>
	\$558 46

DR. G. E. WIRE,
Secretary and Treasurer.

The report was accepted and the committee discharged.

REPORT OF COMMITTEE ON CO-OPERATION WITH N. E. A.

J. C. DANA. — The Committee on Co-operation with the N. E. A. has nothing to report, but the Library Department of the National Educational Association has appointed a committee on the relations of libraries and schools, and, as chairman of that committee, I will venture to read a preliminary report which that committee will next week present to that Library Department:

*Library Department, N. E. A. First Draft of
Report of Committee on Relations of
Libraries and Schools.*

*To the President and Members of the Library
Department of the N. E. A.:*

Your committee on the relations of Public Libraries to Public Schools submit the following by way of a preliminary report:

*Owing to the length of this list it is necessarily omitted.

We recommend that a committee on this subject be continued, and that it be instructed:

(1) To make a careful examination of the relations now existing between libraries and schools.

(2) In making this examination, to pursue its inquiry in such a way, by means of circulars and through the columns of educational and library papers of the country, as to inform the largest possible number of school and library people of such things, now being done, as seem to bring about helpful relations between schools and libraries.

(3) To examine with care into such questions as the following:

(a) How to induce librarians to acquaint themselves with the needs of the school-room; and how to induce teachers to make themselves more familiar with the possibilities of public libraries.

(b) How to encourage normal schools to give more instruction in the use of books and libraries.

(c) How to induce high schools, colleges, and universities to establish "schools of the book."

(d) How to promote the introduction of school-room libraries.

(e) How to induce more public libraries to open special departments for children and teachers.

(f) How to increase the interest of parents in the reading of their children.

(g) How to make more accessible for parents and teachers select and annotated lists of books for the young, and how to promote their use.

(h) How to promote close relations, through joint meetings and otherwise, of parents, teachers, and librarians.

(i) How to encourage the careful treatment of books by young people.

(j) How to arrive at conclusions of value in regard to the treatment of young people, as far as reading is concerned, during the adolescent period.

(k) How to convey to school boards and teachers in remote districts a sense of their needs in the way of good books well used, and information as to how such books can best be secured.

A careful consideration of the work to be done leads your committee to urge the appropriation by the proper authorities, for the expenses of investigation and reports, of \$500.

Your committee asks consideration of the above report and additional suggestions for the committee's future work.

Respectfully submitted,

	J. C. DANA, <i>Chairman</i> .
S. S. GREEN,	LUTIE E. STEARNS,
L. D. HARVEY,	SUSAN F. CHASE,
C. D. HARDY,	LINDA A. EASTMAN,
MARY W. PLUMMER,	J. E. RUSSELL.

H. L. ELMENDORF. — Mr. Dana has said that this committee has no report as a committee

of the American Library Association. It has, however, come to my knowledge during the year, and very forcibly in the last six weeks, that this committee has been active. Miss Chase, of the Buffalo Normal School, chose the suggestion of this committee for her thesis for her degree, styling her subject, "Reading for the adolescent." In preparing this paper, under the suggestion of this committee, she sent questions to some 500 persons in school and library work and to a large number of young people. The result has been gathered into this thesis, a synopsis of which is to be presented to the N. E. A. at its Washington meeting and which seems to me the most helpful thing that I have read on reading for the young and co-operation with the school.

The president read a letter from S. S. Green regretting his inability to be present at the conference and stating his intention to attend the Washington conference of the N. E. A. as a delegate from the A. L. A. and a representative of the Committee on Co-operation with the N. E. A.

W. I. FLETCHER. — I move that the report read by Mr. Dana, which is to be presented to the National Educational Association, has the hearty indorsement of the American Library Association. *Voted*.

EXCURSION TO NIAGARA FALLS.

MELVIL DEWEY. — I move that the American Library Association go as a body to Niagara Falls on Saturday, on a special train to start at 8 a.m. *Voted*.

The subject of *Other training for librarians and assistants* was opened with the topic

LIBRARY INSTRUCTION BY CORRESPONDENCE OR THROUGH EXTENSION TEACHING.

W. I. FLETCHER. — Can any one here report library instruction by correspondence?

S. H. BERRY. — The Y. M. C. A. is not very strong in libraries, but it is strong in having in all its branches a small number of books. All these branches need some library advice, and many of the custodians come to me for such advice by mail. In several instances I have endeavored to instruct them by correspondence in the principal steps they should take to make their books useful to all members. But I have found the questions in many instances so technical and so hard to handle by correspondence that a visit

seemed to be essential. Where it has been possible I have supplemented the correspondence with a visit, and have thus often succeeded in starting them fairly toward systematic and careful work with the books that they may have — generally from 2000 to 5000 volumes. But I hardly think that by correspondence alone any really good results could be obtained.

MELVIL DEWEY. — Some years ago this question was discussed in the Albany school and we became convinced that it was practicable to do admirable work by correspondence, but that it would not be done once in a hundred times, because people would confuse correspondence teaching with mere letter-writing. Chicago University has done some work of the sort and has proved its practicability. We have many cases in this country of people who cannot go to summer schools who want assistance; a word of correction will save hours of wasted effort or discouragement, or will remove little obstacles that seem to be very serious. We voted recently to employ in the Albany school, as soon as we can find the right person, an instructor whose entire time will be given to correspondence teaching. Such teaching can be made of great value. It stimulates interest, and it results often in the production of promising candidates who wish to extend and enlarge their instruction.

Miss K. L. SHARP's paper on

INSTRUCTION IN LIBRARY ECONOMY THROUGH UNIVERSITY EXTENSION METHODS

was accepted as printed in the preliminary papers.

(See p. 75.)

LIBRARY INSTITUTES ON THE PLAN OF TEACHERS' INSTITUTES.

MELVIL DEWEY. — By library institutes is meant the holding in different sections of the country of library meetings, lasting for a week or perhaps four or five days, and bringing together the librarians and assistants in that immediate vicinity. The general annual meeting of this association is so far from many people that they cannot attend, and there are many elementary problems that cannot be discussed in an association of this size. The query is whether the time has not come when there should be organized a system of institutes that would take in the librarians of a group of counties or section of the state, so that no one would

have to travel more than two or three hours, and keep them together for a few days with one or two specially competent leaders, doing, in fact, for the librarians what has been so successfully done in many states for the teachers.

Miss ELIZA G. BROWNING. — The experiment was tried successfully in Indiana in 1896. Miss Ahern was instrumental in getting Miss Cornelia Marvin from the Armour Institute of Technology to come down and conduct a library institute during the course of the meeting of the state library association, and it was the judgment of all those who attended that never had so large and successful a meeting of the Indiana librarians been held.

Miss L. E. STEARNS. — In Wisconsin what are called librarians' institutes have been inaugurated in connection with the travelling library work. We also hold what we call section meetings in other parts of the state; but once a year, in March, Senator Stout invites the librarians of the travelling libraries to meet in his memorial library and an all-day session is held. There are papers read on travelling library extension, tending toward the formation of neighborhood clubs; one librarian will speak of how she got the people in her neighborhood to read; another will tell how the young people were induced to read certain books. Senator Stout entertains them, and the librarians look forward to those meetings for months in advance.

Miss E. L. FOOTE read a paper on

INSTRUCTION OF THE LOCAL LIBRARIAN BY THE ORGANIZER.

(See p. 74.)

A three-minute recess was then taken. At its conclusion President PUTNAM introduced, with a few words of cordial welcome, Dr. JOHN H. VINCENT, Chancellor of Chautauqua University, who addressed the meeting on

THE MEANING OF CHAUTAUQUA.

CHANCELLOR J. H. VINCENT. — It is a matter of profound regret that an engagement in Lexington, Kentucky, for to-morrow afternoon and to-morrow evening renders it impossible for me to welcome you to Chautauqua to-morrow. I am exceedingly anxious that you should all visit Chautauqua. Chautauqua is a life, it is a movement, it is the growth of an idea, and I purpose during the half-hour assigned to me

this morning to discuss its scope and meaning as broadly as possible.

Chautauqua provides for innocent, refining, stimulating occupation in literature, science, art, and the higher forms of social life. It repudiates frivolity, so far as practicable, having an ideal of a social life in which rational beings coming together will find delight, breadth, and inspiration. It seeks to permeate art, science, literature, life, and society with the spirit of a sympathetic and catholic faith. Chautauqua never distinguishes between things secular and things sacred. All things are sacred to a genuine soul whose purpose is high, unselfish, and divine.

Chautauqua stands for the culture of the people of all classes, the rich and the poor; people who have had ample opportunity and people who have lacked opportunity but who have in-born genius—for the men and women who have made the profoundest mark on the literature, the sciences, and the art of the ages are men and women who have come from comparatively lowly and humble homes. Chautauqua never distinguishes between classes of society as determined by financial resources. While she puts stress on heredity and recognizes the power of blood, she remembers that there is good blood among lowly people and that the powers of the next generation often lie deep in the shadows in the present.

Chautauqua believes that all classes of people ought to be educated. If I had a boy who came to the conclusion that he would be a blacksmith because he thought he was better adapted to that than to anything else, and if after examination of the situation I felt the same, I should congratulate him, and I should congratulate society; but I should say, "If you are to be a blacksmith the first thing for you to do is to get a college education." If I were a tolerably wise man I should put my hand in my pocket, if I had the money, and pay his way through college, and then have him learn the blacksmith's trade. If I were a very wise man I should say, "Now, boy, earn your bread, earn your money, gradually work your way up, so that at 30 years of age you may stand with the diploma of a first-class college in your hand, and with it you have arms and brains and strength to do your work in a thoroughly good fashion." People may say it is absurd to think of a blacksmith as needing a college education.

As a blacksmith, perhaps he does not, but as a man he needs a college education, and Chautauqua stands for the college education as the ideal toward which every man and every woman should aim.

This is a story which Herbert Adams of Johns Hopkins University tells: A young fellow from western New York was travelling around the country peddling some small contrivance. He heard of the Chautauqua Literary and Scientific Circle. He had always regretted that he never had a college education. There is no substitute for a college education, and the Chautauqua movement was the provision of a systematic and progressive course of comprehensive reading which would simply stimulate him, as the college does, to personal ambition, self-mastery, and a passion for knowing and being. (And I would not give a copper for the passion for *knowing* that is not accompanied by the passion for *being*.) That young fellow took the course of the Chautauqua Literary and Scientific Circle. He studied Greek and Roman history; he read outlines of the literature of the world; he covered what we call "the college student's outlook," and at the end of his four-year course he said, "I am going to college." He saved his money and went to college, completed his course, received his diploma and degree. He said, "I took the course because I found out what my specialty is." That is one of the benefits of college—that a man may find out what his line is, where his special power lies. He went then to Johns Hopkins, completed a special course with honor, and is now a professor in one of the foremost universities in the United States.

This story is an illustration of the place, the power, the value, the specific mission of the Chautauqua Literary and Scientific Circle. Chautauqua is not a substitute for college; it does not guarantee thorough education; but it lifts people up into a higher atmosphere; it gives people something to do; it gives larger self-respect; it puts better pictures on the wall, better books on the shelf, better conversation at the fireside.

Chautauqua believes that this work may be done by adults; it believes that old people are worth as much as young people for purposes of study; it abominates that old heresy that all the possibilities of life—intellectually, physically, spiritually—lie along the years between 20 to 25.

Chautauqua says it is never too late to make a start toward the eternities ; it is never too late to turn over a new leaf ; it is never too late to acquire a fondness for good reading or for better things, to enjoy a course of study by which the horizon may be broadened and the life ennobled.

Reading is for the expression of what one has felt and known in life, and therefore an adult is worth more for purposes of study than a thoughtless, frivolous young person who knows nothing at all about the ends and high quality of education. Out of the adult's life, packed with experience in the deepest things of life, the printed page finds interpretations, and in the printed page such readers find words that express in beautiful and wise fashion the verities they have known in their inmost souls.

Therefore Chautauqua emphasizes the doctrine of study by parents. Chautauqua stands for the Home as the most important teaching agency, and for the true co-operation of the home with the church, the public school, the college, the press, the public library, the public lyceum, and whatever besides makes for the education of all the people ; and one of these days you will find in every community schemes of reading and public lectures, public entertainments, distribution of pictures, and all that will make the whole community combine for the promotion of general education.

Chautauqua stands for systematic reading and study out of school by adults, under the wise direction of college men, giving the college horizon to the out-of-college people, thus making our homes schools of training in the largest and best things of life and preparing children for the higher education. It aims to put the ideals, outlook, and atmosphere of the college into the cottage and to send the youth of the cottage to the college.

Chautauqua stands for the appreciation, circulation, and right use of books among the people ; the multiplication of private libraries and the increase of popular interest in these agencies.

Chautauqua stands for the critical, scientific, literary, ethical, and devotional study of the Holy Scriptures, of which John Ruskin said to a company of Oxford students : " To my early knowledge of the Bible I owe the best part of my taste in literature and the most precious and on the whole the one essential part of my education."

Remember, that whatever may be the theory of this church or that church, this body of thinkers or that body of thinkers, about the teaching of the book that we call the Holy Scriptures, yet knowledge of the English Bible and recognition of the fundamental ethical principles of the English Bible lie at the very basis of the civilization we represent. We must see and recognize how fully the religious idea enters into the best and strongest lives that are impressing the world. I detest all narrowness and bigotry in politics and in religion. I believe in politics and I believe in religion, and he is a foolish man who repudiates all politics because there are rascals in politics, and rejects all religion because there are men thought to be religious who are full of defects and who really prostitute the high knowledge they have to the basest and most unworthy ends.

At Chautauqua the religious factor is always recognized; instead of repudiating denominations we encourage denominationalism. A Democrat may be as good a patriot as a third-party man, and because a man is a Republican I do not challenge his loyalty to the nation. I am glad we have political parties, because they compel definition. You cannot have definition without discussion, and having definition and discussion you must have division, and with definition, discussion, and division you must have practical experimentation. Then in the long run, through experimentation in society and in politics and in religion, we arrive at an ultimate which embraces all that is highest and best.

In closing let me say that as I grow older the more confidence I have in humanity, the more sympathy I have with folks of all sorts, the less prejudice I have against particular schools and religions; as I grow older the more I am convinced that what we need is that genuineness of personal character that proves eternal verities.

I have a friend who told me once that he had a new prayer. I asked him what it was. He answered, " It is this: 'Oh, God, make me real.' " It makes no difference whether we are librarians, professors, teamsters, housekeepers, blacksmiths, presidents of the United States, generals in Manila or Cuba, we may be real. I wish I could induce every person, old and young, to adopt this prayer. I commend to you to get the understanding and fear of the Lord,

to be genuine, to be real—and then you may conceive through this hurried statement what I would have you understand as the meaning of Chautauqua.

Vice-president HANNAH P. JAMES then took the chair, and the regular program was continued by the presentation for discussion of the topic

SPECIALIZATION FOR LIBRARIES OF LAW, MEDICINE, EDUCATION, ENGINEERING, ETC.

MELVIL DEWEY. — We have voted at Albany to begin a system of alternate short courses for librarians who wish to do special work in law, medicine, and education. We had at one time several applications for law librarians, but had no one in our list of graduates who had paid special attention to that subject. We will give this instruction in the regular two-year course in alternate years; if next year we take up law, the following year we will take medicine, so that a person wishing to qualify in one of these branches may once in three years have an opportunity for a course of special instruction.

Dr. G. E. WIRE. — The main thing in specialization is, if possible, to know the science itself before you take up library work in it. You must know something of law or medicine before you can do real work in either field.

Papers on

SPECIAL TRAINING FOR COLLEGE LIBRARIANS

were read by G. T. LITTLE (*see* p. 79) and C. H. GOULD.*

Papers on

SPECIAL TRAINING FOR CHILDREN'S LIBRARIANS

were read by Miss A. C. MOORE (*see* p. 80) and F. M. CRUNDEN (*see* p. 82).

Mrs. M. A. SANDERS. — In organizing a library league in Pawtucket I went into every school and practically into every room in every school-house and addressed the children. I began with the lowest grade, contrary to Dr. Hosmer, who begins with the high school. I told them briefly that there were societies for the prevention of cruelty to children and to animals, etc., and that I wanted to organize a society for the prevention of cruelty to books; that books told them stories and they appreciated them, but they told me a story different from any that they told others, for when the

books came home to the library they told me some sad stories of ill-treatment. I had some books to illustrate the point, books marked all over with lead-pencils, greasy books, and books chewed up by dogs. My final word was that we were to love books, not because they were library books or books belonging to the city, but for their own sakes as the most precious thing in this world, from the book that we read first, which in my case was "Mother Goose," I remember, to the Bible, which is our companion through life. The children at once fell into the thought and responded promptly to the league, and were delighted with the league pins. After the league was organized I asked each teacher to give me the names of three girls and three boys, each of whom were to write the names of the books they liked best, and tell why they liked it, from the first grade up to the ninth. I received over 100 papers, and the expressions, the reviews, and the opinions are really worth reading.

Papers on

APPRENTICESHIP AS A MEANS OF LIBRARY TRAINING

were read by W. I. FLETCHER (*see* p. 83) and R. G. THWAITES. (*see* p. 83.)

Vice-president F. M. CRUNDEN took the chair, and Miss H. P. JAMES read a short paper on

NEED OF APPRENTICESHIP FOR STUDENTS.*

Library school courses consist necessarily, in great measure, of instruction in theory. At their conclusion even the clearest-headed student must have an inadequate conception of the relative value and proportion of the different branches of library work, a more or less confused idea of systems and requirements, and a total lack of that experience with the public which alone can teach so much common sense in so many ways.

It is the practical, often humdrum, actual work of the library that must test the value of what has been taught in the schools. Especially is this the case at the delivery-desk. Here is the most practical means of learning the requirements of cataloging, of discovering how many ways there are in trying to "find out" about one poor topic; of learning what books are best worth buying, how to substitute a better book for a poorer one, and of realizing that

* This paper was not prepared for publication.

* Abstract.

the public does not "demand" the worst books when they can get better ones, provided these are interesting. Work at the delivery-desk brings the learner in touch with the public, cultivates gracious manners and readiness of mind, and brings to the test one's habit of accuracy.

No matter what department of library work one intends to select as their especial line, my advice to all library students is to obtain, if possible, a chance in some wide-awake, progressive library, even at a very small salary, to work at the delivery-desk for six months or a year. Then the relative value of many things taught in the schools will be made apparent to the student, and he will know, as he could not otherwise have known, the bearing of each part on the whole; and he will also know—should he obtain at some future time the supervision of a library—the peculiar trials, temptations, and opportunities of desk attendants.

Miss JAMES then resumed the chair, and Mr. CRUNDEN read Mrs. LAURA SPECK's paper on

TECHNICAL TRAINING AND THE PERSONAL ELEMENT IN LIBRARY WORK.*

That a library school training is a most excellent preparation for one entering the profession no one at all acquainted with library work will deny, nor that graduates are given a standing, in addition to their knowledge of the best ways and means, which it would take years for an apprentice to acquire by experience.

But with this theoretical learning, which is so much to be desired, is not sometimes a broader outlook sacrificed to theory, are not details and technicalities allowed to obscure the end for which these theories were evolved, and is not the progress for which the library stands retarded? The fewer the rules and regulations the nearer does the librarian come in contact with the people for whom public libraries exist, and who but for these libraries would seldom have the means or the opportunity to get instruction or entertainment from the treasures stored on their shelves.

In public library work the personal element is a great factor; human beings want sympathy and interest, and no matter what else we possess as aids, personal contact is most relied on and appreciated.

Without our card catalog we could not keep

up to date with our daily accumulating titles of books; without rubber stamps, typewriters, etc., we should waste time and energy. But all of these and more are required to do the work we are all striving to accomplish: reaching the people and making them feel that the library belongs to them and that its books are ever ready for their use. This "more" is the personal element, the sympathy given by one who truly takes an interest in the people, and who courteously talks with them and counsels them according to their individual tastes. And let me emphasize, according to their *own* tastes, for my experience has been that the uplifting of the multitude must needs be a very gradual one and can only be accomplished through the most delicate handling.

The one thought that I would express is: that with a liberal education, such as should be demanded for entrance to a library school, and with the technical training the school gives, there needs also to be added an earnest and broad sympathy with the people.

A recess was taken at 12.55 p.m.

FOURTH SESSION.

(THE WALDMERE, WEDNESDAY AFTERNOON,
JULY 6.)

The meeting was called to order by the president at 2.45 p.m.

NEED OF APPRENTICESHIP FOR STUDENTS.

C. A. CUTTER. — Among the 12 sources of instruction for librarians and assistants mentioned on this program I do not find by name the one I wish to speak on, although it is implied in several of the others. Four years ago I entered a library with bare walls and empty shelves and undertook to select and acquire 20,000 volumes a year, this work being done at first with three assistants, then with four, five, and at present with seven, all the assistants being wholly untrained and without library experience. Of course it was necessary to train them or get them to train themselves, but I soon found that what could be done in the daily work of the library was not enough and therefore instituted a library class. I gave to each member six books apiece to prepare for cataloging and classification. Every one was obliged to look over all the books sufficiently to understand all remarks made about them.

* Abstract.

Each person brought forward her classification and cataloging for the books given her, and then we discussed the matter, meeting every week. We were not only without books and trained assistants, but we were also without rules and without a policy. So that a great many questions came up. Gradually our class in cataloging and classification developed into a library council in which every question of proposed change of rule that came up was considered, and I found this of the greatest assistance in setting the library in motion. The discussions instructed the assistants; they also instructed the librarian; and they provided us with a much better policy and body of rules than we should otherwise have had.

Miss M. S. R. JAMES read a paper on

ASSISTANTS' ASSOCIATIONS AND CLUBS FOR SELF-IMPROVEMENT.*

The development of assistants' associations and clubs in England and in connection with the L. A. U. K. is the specific subject covered by this title. The record is one of negative activity and potential work rather than of active work and consequent attainment. The chief obstacle to a recognition of the importance of systematized training for assistants in English libraries is the fear that general training will mean a large increase in the number of assistants and a consequent lowering of the meagre salaries now existing. A second difficulty lies in the fact that the insufficient pay now received by assistants has naturally lowered the grade of assistants and prevents really well-educated persons from entering the ranks. Until now prolonged apprenticeship has been about the only means of training available to the English assistant.

Since the beginning of the L. A. U. K. the training of assistants has been a subject of consideration, the only practical outcome of which was the formulation of an examination plan that was not availed of by assistants.

In 1891 a report on this scheme was made in *The Library*, 3:375. In 1892, at the Liverpool meeting, two papers on the subject were discussed (*Library*, 4:312, 319; 5:161). The result was the formation of a special committee to arrange for a summer school, which was held for a week in July, 1893 (*Library*, 5:347).

There was an attendance of 45, prizes were offered, and the experiment was successful beyond all expectations. Equally successful schools were held in 1894 (*Library*, 6:228) and 1895 (*Library*, 7:223). At the latter the Library Assistants' Association was organized (*Library*, 7:338, 420). This association, while quite separate from the L. A. U. K., received the support and assistance of the parent organization; it held monthly meetings and had a department in *The Library*. In January, 1898, the Library Assistants' Association issued the first number of *The Library Assistant*, a small *feuilleton* which has since appeared each month as its official organ.

A lecture course in library economy, arranged and conducted by the L. A. U. K., was opened on Feb. 28, 1898, under the chairmanship of Sir John Lubbock, and proved entirely successful. It was attended by 32 seniors, 19 juniors, and seven unattached students; a grant toward the expenses was made by the L. A. U. K., and this with the students' fees not only covered all costs but left a small balance in the treasury. The success of this inaugural course will, it is hoped, lead to the establishment of a regular series of classes to be conducted during the winter months. The regular summer school of 1898 will be held July 18-22 of the present year, and will consist mainly of visits to libraries.

(Vice-president HANNAH P. JAMES in the chair.)

LIBRARY EXAMINATIONS AND CREDENTIALS.

W. H. BRETT. — Yesterday I spoke in regard to the examination of law students in Ohio. There is a marked improvement in the preparation of those entering on the practice of law, due to the establishment of a central examining board at the capital of the state, to which all the law schools of the state send their graduates for examination. Graduates cannot enter upon the practice of law in the state till the seal of that board is set upon them and they are authorized to practise. This holds a suggestion of what it seems to me would be a good thing in the library field. To have a central school or examining board before which those who had prepared for library work in any way should present themselves for examination, receiving a diploma or certificate that should be current anywhere in the country, would pre-

* Abstract.

vent any evil that might come from the multiplication of library schools.

MELVIL DEWEY. — The movement of which Mr. Brett speaks is extending all through the United States. It began chiefly in medicine, and it has developed so that now in New York state no one can practise in law, medicine, dentistry, veterinary surgery, or public accounting without having first had a preliminary education and second a professional education. For instance, in medicine every candidate who is to study must first complete a high school course; he passes an examination on the four years' work of the high school course and receives a certificate of the Regents' office qualifying him for a medical school; he is then required to take four years of nine months each in a medical school, to pass examinations and take a degree from the institution, which has been registered as maintaining proper medical standards. He must then come back to us and be examined in the medical subjects, and if he passes he receives his license to practice. There are many library trustees who know that they want competent assistants. We have quacks in librarianship as in other work, and there are people advertising themselves as graduates of library schools who never attended a session. If the library profession reaches the point, as it will, when people desire assurance of proficiency some reliable certificate should be given to students, so that trustees or librarians who have not time to conduct an examination may know that the candidate has really received proper training and is competent to do certain work.

I move, therefore, that the executive board be requested to formulate a plan looking to a system of library examinations and credentials.
Voted.

GARDNER M. JONES read a paper on

LIBRARY PERIODICALS.*

This is an age of specialization, and each profession has its own literature. Books on library management are few, and most of our material must be sought in periodicals. These are useful in two ways — 1, through current numbers, and 2, through back numbers. The former keep us abreast of the times, the latter show the methods of library economy in the making. There is no more informing reading than that

to be found in the early numbers of the *LIBRARY JOURNAL* — the papers and discussions of the giants in our profession, in which were settled the principles of cataloging, indexing, classification, charging systems, and the basis of library work, etc.

American library periodicals are: the *LIBRARY JOURNAL*, the oldest in the field and the official organ of the A. L. A.; *Library Notes*, started in 1886 as a quarterly, but of which the 16th number has been just announced as nearly ready; and *Public Libraries*, first published in May, 1896, and issued monthly, except in August and September.

Two library periodicals are published in England — *The Library*, the official organ of the Library Association, now in its 10th year, and *The Library Assistant*, published by the Library Assistants' Association, which was begun in January, 1898.

Every library should consider the three American library periodicals a necessary part of its working equipment. It should subscribe to the current numbers, and, as soon as its means allow, fill up the back sets. To every librarian and assistant I would say, if you wish for success and are ambitious for advancement in your profession — Read the library periodicals.

Miss TESSA L. KELSO. — I would indorse what Mr. Jones has said about reading library periodicals, but I would not confine the list to three or four. On the other side, I take it that the annual reports of the public libraries in this country are library periodicals, and with that in view I have lately been going over some 60 or 70 of these reports. I hardly trusted my own judgment in estimating the literary value of these library periodicals, and so called to my assistance the editors of two literary periodicals in New York and asked them to sit down with me and consider the technical journals of our profession. I am not going to tell their names, but I am going to give you the benefit of that informal discussion. First of all, they did not seem a bit uneasy as to the librarian ever becoming a rival as an editor. They seemed to think that they were quite safe; that whatever else you might be, you didn't seem cut out for literary editors. The reports seemed on the whole to be written for other librarians in the manner of statistics, and if you could have seen the dismay with which they asked, time after time, "What does 300 mean?"

* Abstract.

"What does 800 mean?"!—To answer "Literature" did not mean very much to them.

Library reports need reforming, and since the librarian is Jack-of-all-trades he should try to bring a little of the literary editorial tone to bear upon his annual publications. The whole note of library reports is thoroughly mechanical and statistical. You wisely talk about the preservation of historical matter, but your own publication is probably in most cases the only place in which the student could trace the intellectual development of a town—and he would have a hard time if he undertook to trace that development from the annual report of the library. You have this great club life going on about you, and set forth with unction that so many lists were made for so many clubs; but to trace the effect of these study clubs never seems to occur to you—to set forth what intellectual forces are at work in your community, where they are tending, how lasting they are. We have the club mania in this country; we should know whether it has been a good or a bad thing, and the only people who could give accurate information on that subject are silent, unless it is to say, "We assisted such a club by the preparation of such a list."

So far as these library records go to show, with one or two exceptions there is not one of you that seems to have looked below the surface and made any large-minded deductions as to what real work your library is doing. Your book-card system reflects this fact. Two prominent men in this country have recently been making a study of the reading of children. They had to accept statements from the schools with allowance for a large percentage of deceit, because children are naturally imitative and take on outside suggestions in their answer papers. They appealed to the librarians for information; they asked the privilege of having the library book-cards that they might set to work to make deductions; and they were told that these were thrown away as of little value.

It is painful to see how purely mechanical the library periodicals of this country are. They are dismal reading, unless one wants to know that the fiction percentage is one-tenth less than last year, or that the circulation has reached such a figure, and yet underneath this are the great real forces of character-making that are reflected in your library and unnoticed. I hope librarians will take on a little of the editorial point of view and try to make their

reports reflect more the dignified and intellectual side of issuing books; I hope that we will not have to say that the only library periodicals worth reading number three, but that they number instead several hundred. It ought to be that each annual library report should be well worth reading, not only by every member of the profession but by others.

Miss C. M. HEWINS.—Librarians are not always entirely responsible for their reports being stupid. Librarians sometimes work days and weeks over library reports, telling the most interesting things they can about all that has happened in the year. The trustees then work over these reports, leave a few statistics and a page and a half of generalities, and that is the library report.

F. M. CRUNDEN.—Two or three years ago I made an examination of a number of library reports and found the difficulty to be as Miss Hewins says. The report was interesting, as a rule, inversely to the proportion of the share the trustees had in making it. I remember writing about this to the *LIBRARY JOURNAL*, appealing to librarians to insist on having a hearing before the public for the benefit of their fellow-workers in the profession and also for the information of the community which they serve.*

Now that we are discussing library reports, would it not be a good idea if the larger libraries should send promptly to the *LIBRARY JOURNAL* and *Public Libraries* statistics for the calendar year? Some of us issue our reports so late that their usefulness is injured; for example, my report for the year ending April 30, 1897, came out just before I left home. It was, of course, presented a year before, but we have to wait on the proceedings of the city government. There are other reports that are issued late, long after one desires to know what the libraries are doing, and it might be worth while for libraries of a certain class to send in their reports for the calendar year in time to go into the library periodicals in January or February.

GARDNER M. JONES read a paper on
STATE AND OTHER LOCAL CLUBS AND MEETINGS.†

Members of the A. L. A. do not need reasons for attending library meetings. The size of the

* See "Library reports," by F. M. Crunden, L. J., July, 1890, 15: 198.

† Abstract.

country, however, makes it impossible to hold national meetings oftener than once a year. Local associations fill up the gap between these annual gatherings; they make it possible to meet more often and to form closer affiliations; and they reach library assistants and librarians of small libraries who cannot afford to attend the general conference. Small associations allow full discussion of minor topics. Each locality has its local problems: state library laws, the starting of libraries in small towns, the reaching of scattered settlements by a travelling library system, the compilation of a local bibliography, etc. Small associations bring out hidden talent. A shy librarian will give a small circle of friends a bit of personal experience when she would not dare to lift her voice in a meeting of 300, most of whom are strangers.

In organizing local associations make the constitution brief and do not have too many restrictions, such as exact dates for meetings. The executive committee should be small, not over five, and should have full power to do everything except run the association into debt. The president should be ineligible for two successive terms; the annual fee should be small. Meetings should be as informal as possible and the program should not be so full as to prevent full discussion. One topic well talked out is better than five without discussion. Allow plenty of time for social intercourse. I doubt if there can be too many library associations, and I am confident that the assistants in my own library take more interest in their daily work because they have had opportunities of listening to papers on library management and of talking over their experiences with assistants from other libraries.

W. H. TILLINGHAST read a paper on

THE FIELD OF WORK OF STATE AND LOCAL CLUBS, which will be printed hereafter in the LIBRARY JOURNAL.

The subject, *Instruction of readers in use of libraries*, was opened with a paper by G. T. LITTLE on

A SPECIAL BIBLIOGRAPHICAL COURSE IN NEW ENGLAND GENEALOGY.*

The rise within the last few years of a dozen different patriotic societies with conditions of membership based on descent from colonial

worthies or revolutionary soldiers, and the great popularity of these societies, especially among ladies, has led to a widespread interest in genealogical research.

The following suggestions as to bibliographical aids useful in tracing New England genealogies may prove helpful to the library assistant called on for aid in such research: 1. Reference to the proper town histories, such as Dow's "Hampton, N. H.," Lincoln's "Hingham, Mass.," Ridlon's "Saco Valley settlements," is more helpful and less confusing to beginners than elaborate family genealogies. 2. The second step is the consultation of the "Index to American genealogies," commonly called "Durrie's"; and it is almost useless to attempt such research in libraries that do not possess Savage's "Genealogical dictionary of the first settlers of New England" and a set of the *New England Historical-Genealogical Register*. 3. For specialized information, after the line of ascent has been revealed, reference should be made to "The Massachusetts civil list for 1630-1774"; "Soldiers in King Philip's war," by G. M. Bodge; "Massachusetts soldiers and sailors of the Revolutionary war," and "The Provincial and state papers of New Hampshire."

Both this list and the classes of books which may advantageously be consulted could be extended almost indefinitely. But this record has purposely been confined to those whose scope and use could be explained to any bright boy or girl in an hour's time, and which might answer at once questions upon which adults often waste days of unintelligent search.

SPECIAL BIBLIOGRAPHIC OR LIBRARY COURSES IN UNIVERSITIES, COLLEGES, AND LIBRARIES.

J. F. DAVIES.—This subject, as stated in the program, refers only to library instruction in "universities, colleges, and libraries." I think the title should have included the word "schools." It seems self-evident that the things that every one knows are the things that every one generally does not act upon, and these are the things that should be insisted on. The ignorance of the use of libraries found in any community in this country is something that every librarian admits to be appalling. A professor in one of the leading manual training schools told me that he had boys who held a good rank and yet did not know what it was to read a book; an instructor in an excellent high

* Abstract.

school told me that there were children in his room who did not know how to look up a word in the dictionary. These are simply indications that you cannot make the use of a library too plain to the general community.

The first thing for a library to do is to make all its public appliances as simple and easy to use as circumstances allow. Under the best conditions the library is a complicated machine. The more complete it becomes and the more it extends its range of usefulness, the more it becomes a Chinese puzzle to the average man, woman, and child who consults it. We strive to make our library such that every one will feel at home in it, and to make it intelligible to every one; and yet the more complete the library becomes the more difficult this is to do. This necessitates something in the way of instruction in the use of the library. The first thing, of course, is to see that every assistant is thoroughly posted in the use of the catalogs and able to tell what is contained in each reference-book and what reference-books are best on special topics. The next thing is to reach the public. This is not a special work; it is work to be done by the reference assistant, by the delivery assistant, by every assistant and librarian and trustee that you can interest. It is work to be done by every school teacher and every club in the city, and in working with the schools it is better to interest and instruct the teacher and let the teacher instruct the children; she knows them better.

In April, 1895, Mr. Bolton, in the *LIBRARY JOURNAL*, called attention to the kind of instruction and examination in library work that should be held in the common schools. That is a good guide, and I suggest that the importance of such teaching in the use of the library should be specially emphasized by such members of the A. L. A. as go to Washington and attend the Library Department of the N. E. A.

C. H. GOULD outlined, as follows, a

SHORT COLLEGE COURSE IN BIBLIOGRAPHY.

The following is an outline of a short course in bibliography delivered by the writer at McGill University. A few changes in the way of improvements have been introduced here, but they do not materially affect the general plan.

In view of the very limited acquaintance with the whole subject on the part of students, the course is prefaced by a demonstration on the use of the catalog and an explanation of the

system of classification employed in the university library.

The course is then divided into two parts:

Part 1. Historical—gives a brief account of the infancy of the book trade and of the preservation and spread of literature in the early centuries of the Christian era. After this the following heads will indicate the course:

Playing cards; Early engraving—the *Buxheim St. Christopher* and the Brussels Madonna, shown in facsimiles; Use of engraving in books; Block-books; *Biblia pauperum* and *Ars moriendi*.

Printing from movable type cast in a mold; Gutenberg, Fust and Schoeffer; Koster and the invention controversy; the two letters of indulgence of Nicholas v; the 42-line Bible, Mentz Psalter, etc., illustrated by facsimiles.

Spread of printing in Europe; Albrecht Pfister, Schweinheim and Pannartz, and others; Caxton.

Brief account of some of the great printing houses of the 16th and 17th centuries.

Part 2. Definition of bibliography; General works and catalogs.

English bibliography: the "Stationers' register" and early copyright acts; British Museum catalog of books to 1640; Watt's "Bibliotheca Britannica"; Lowndes' "Bibliographer's manual," Low's "English catalogue," and other lists of recent works, Allibone, etc.; Martin's "Catalogue of privately printed books"; Anonyms and pseudonyms.

A corresponding outline of French and of German bibliographies, and of those of the United States and Canada.

Periodicals: "Poole's index"; other indices, the Royal Society's catalog of scientific literature, etc.

During the course a visit was paid to a large printing establishment, where the various processes of printing, linotyping, stereotyping, etc., were shown and explained.

The course was entirely optional. A large number of facsimiles were used.

USE AND ABUSE OF AID IN RESEARCH.

CHARLES DAVIDSON (*Inspector University of the State of N. Y.*).—The value of the library to the general student is one thing, to the special student it is quite another. The general reader comes to you seeking an author or a book that he may assimilate the thought and perhaps sometimes appropriate the words

as if they were his own. With the special student this is not the case; he is a freeman in the domain of letters and often appears in the guise of an artisan who wishes to do a little thinking for himself, or a school-mistress who has escaped the thralldom of the text-book.

What can the librarian do for such readers? What are their needs?

First, the investigator wishes the authorities, not one authority, which would satisfy the general reader, but two or three or more that he may compare and digest. Probably he asks for a full bibliography of his subject. Now, if he chances to live in a village it is an impossible task for the village librarian to meet this request unless in correspondence with some one of the large libraries upon which it is practicable to call. There should be such connection between our large libraries and the small ones that the investigator in a small town may turn to his librarian, have his question passed on, and receive from the large library the full bibliography bearing upon his subject. To this should be added also an exchange of books far broader and more liberal than obtains at present. I am aware that the student sitting at his desk at Yale may draw upon the public library in Boston or on the libraries of Harvard or Columbia, but it is not true that the same student working in a little library in a small town can command all works in any library in the country. This should be possible and practicable.

Furthermore, this information must include the latest word on the subject. Any one who has undertaken an extended research knows the haunting fear that there is some word later than that he has yet obtained which will render all his toil futile. It is of prime importance that the librarian should place in his hands the last word. Beyond this the general librarian cannot go. If he supplies the investigator with the staple authorities, with the full bibliography, with the latest word, he is through; but the student's task has but begun. With this equipment before him, particularly if the subject is one in literature, he must know the relative values of the works and he should have a graded bibliography. The general librarian cannot give that. Hitherto the university professor has been the one to whom we have turned. This has been his peculiar domain. But many of these outside students are not university students. The university professor

is mortal; his first interests are for his students, and it cannot be expected that he will always give full information to the investigator who is not an alumnus of his institution. Many large libraries are beginning to place upon their staffs specialists in certain departments, as, for instance, in Romance languages. Here is a special work for these library specialists. Why cannot they who are specialists in departments give in their own departments graded bibliographies that might be passed among librarians and be subject to the demands of investigators in every place?

In closing there is one more thought. It has been said that this is the day of clubs in this country. It is, and there are serious questions confronting us in regard to these clubs. Not always is the work of a club member sincere. Too frequently the paper presented as the result of "research" is little more than a patchwork from various sources. These club members feel that their clubs are the light of their communities; they throng the libraries; they ask the librarian, "What is the truth of this matter?" If the librarian says, "Do you wish an abstract of the opinions of such and such authorities?" the answer often is, "Oh, no; our members know all about those authorities, but these challenge what others say. We want the truth in this matter." Now, the librarian feels the subtle compliment that is implied in this appeal to her judgment. Furthermore, she is quite likely to dread the contempt that may come with a confession of incompetency on her part. But should we not set our faces like flint against the retailing of a hastily snatched opinion gathered from some criticism—for that is all that most of us can give, busied as we are with our regular work? Can we not lead these club members a little way toward the modesty of true scholarship, so that they will present what they have to say in a club meeting as their opinion of So-and-so's opinion, and not as a "Thus saith the Lord?"

The subject

INSTRUCTION IN USE OF REFERENCE-BOOKS AND LIBRARIES

was opened with S. H. BERRY, who discussed such work

*In elementary schools.**

While impressed with the importance of instruction in the use of books in colleges, it yet

seems that the college and the university are not the place to set it in motion, for educational movements, like most great movements, must start from the bottom and ferment their way upward. The work of teaching how to learn cannot greatly differ from other forces and influences, and if started with the primary grades of the public schools influences will be set in motion and tastes will be created that will move forward with a resistless sweep, making it necessary that an institution of higher education shall maintain a "Professorship of books and reading"; for the younger student having learned the value of such assistance will expect and demand it, step by step, on the way.

Many librarians have done good work along these lines; all can do something by an occasional address or demonstration before a school or class, and the carrying out of such work by American librarians in this regard will save enough time, now wasted by the student in seeking information in the wrong way, to equal the addition of two or three years to his school days. It is worth the trying.

A report on such instruction as carried on

In normal schools

was presented by Miss EMMA L. ADAMS with-out reading and accepted (see p. 84).

Papers on similar instruction

In high schools

were read by Miss ANNE S. AMES (see p. 86) and Miss JOSEPHINE A. RATHBONE (see p. 87).

G. T. LITTLE read a paper on like instruction

In colleges.

(See p. 92.)

Adjourned at 5.35 p.m.

FIFTH SESSION.

(AUDITORIUM, CHAUTAUQUA ASSEMBLY, THURSDAY AFTERNOON, JULY 7.)

THE PUBLIC MEETING.

The meeting was called to order by President PUTNAM at 2.45 p.m. In a few words Dr. GEORGE E. VINCENT gave the association a cordial welcome to Chautauqua, to which Mr. PUTNAM responded briefly. Under the leadership of Prof. PALMER the Chautauqua choir, of about 100 voices, then sang the aria "Honor the soldiers," from Gounod's "Faust," closing with "America," in which the audience joined.

The afternoon program was begun with an address by Prof. R. G. MOULTON on

THE MANY-SIDEDNESS OF UNIVERSITY EXTENSION.

Prof. R. G. MOULTON. — I have the privilege this afternoon of saying a few words to you upon a subject which means to some people very little, but which to me seems the greatest need of the age — university extension.

The idea that most people have as to university extension is that it is a piece of machinery for supplying lectures, a sort of successor and literary executor to the defunct lyceum bureau. But by the term university extension I mean the change in the ideas regarding education that is coming over the public mind as gradually as dawn steals upon night. And the change I refer to is this: That whereas in old times education was considered to belong to particular classes and to particular kinds of life, by virtue of this change education is coming to be considered as belonging to all classes without distinction, to all periods of life without exception, and as being as much a permanent interest of life as religion or politics.

You may ask what right I have to describe this process of change by the term "university extension." That term exactly describes it, if you look carefully at the word university and also at the word extension. Let us look at the word university. While we still have institutions we call universities, the university proper belonged to that period which marked the conclusion of the Dark Ages and the beginning of the time we call the Middle Ages. The universities of the Middle Ages — of Paris, Oxford, and Bologna — were the centres for the learning of the world, and were inhabited by 10 times the number of students to be found in them now, for there was no other way of getting the elements of higher education but through the few universities where alone were the books and the people who could read them.

Then came the invention of printing, and this was the first university extension, for, as Carlyle said, "wherever there is to be found a library there is to be found a university."

But books, after all, are useful only to those who can read them. What about those who can but do not care to read? We want the living influence of the teacher. Education is life, and life can only be interpreted by the living. And so the next great university extension is

that which belongs almost to our own time, the idea of sending the teachers after the books, spreading them through the whole country, that they may carry the work hitherto confined to universities to every corner of the land.

Here are the two great phases of university extension; but there are others, not often called by the name, but nevertheless carrying out this ideal of university extension. I have spoken of the library, but with the library goes the museum; what the library is to books the museum is to illustrations of books. I have spoken of the itinerant teachers, such as our university extension systems send out from Chicago, Philadelphia, and New York; side by side with the itinerant teachers you have correspondence study, which is fairly to be considered one of the institutions of university extension. Again, Chautauqua is another of the institutions carrying out the ideal of university extension. So also are the literary and scientific clubs to be found in almost every single city of this country. They are seeking to work out the problem of university extension by the method of mutual self-help. They are analogous to the seminaries of our universities. Going a step further, we come to the musical associations. I do not mean musical schools, but the musical associations for inducting the audience into good music and providing, in their magnificent programs, carefully devised, perfectly balanced, well performed, and often repeated, the essentials of a university course in music. The art gallery and the system of lectures connected with it perform a similar work, educating the spectator and not the artist.

All these are institutions doing the work of university extension, and there is one other institution more widely disseminated than any of these. That is the church. I do not refer to the fact that many churches, as part of their organization, have systems of secular lectures; I mean that the church in its own proper work of inviting people to think upon the deepest questions of philosophy which the human mind can ever entertain is itself one of the many forms of university extension.

The history of university extension in the past has shown beyond any contradiction that there is no class of the community that may not be intelligently interested in the subjects of higher education. University extension sets a

stream of education running throughout the country, and people will help themselves according to their own desires. The movement means extension of university work to all classes. It means more: it means the extension of university teaching through the whole of a lifetime. Universities have for their watchword "concentration;" our watchword is "extension." They say, concentrate into possibly three or four years, taking the whole time for the purpose; we say, take the same university ideal and extend it through your whole life. There is still another meaning. Before university extension arose English literature had no place in English universities; with the rise of university extension English literature came into the university program. We live in an age when great economic subjects come to the front. The man in the street may be called upon to vote on some political matter that involves sound economic reasoning. The moment university extension began political economy became second only to literature.

Thus we find three meanings in university extension. The university idea is extended to all ranks and conditions of men. It is extended to the whole period of life, mingling with the other occupations. It extends university methods to all the real interests of mankind.

That is university extension, and I have spoken of the institutions which seek to carry it out. These institutions are like so many seeds flung broadcast. It is not for us to look into the womb of time and see which seed will grow and which will not. Set the different institutions at work and let that which is best prevail. But the very centre of university extension, around which all the rest might group themselves naturally, ought to be the library. As in our cities the city hall stands as a monument to the eye of our civic life; as the spires of our churches are perpetual reminders that man lives for more worlds than this; so would I have the library be the perpetual visible reminder that man's life consists of leisure as well as work, and while it is the school and the workshop that prepare man for the breadwinning of his existence, it is to the library and institutions of university extension that gather around it that he must look for that culture which has, by university extension, been extended to all ranks of men and all periods of life. If that ideal is recognized, you will not find fault with

my suggestion that university extension is the greatest thing of the age.

BARR FERREE read a paper on

THE BROOKLYN INSTITUTE.*

The Brooklyn Institute of Arts and Sciences has been rightly described as "the great typical institution of the entire country." Great it is unmistakably, whether measured by the breadth of its plan, the volume of its work, the brilliancy of its undertakings, its manifold ways of reaching the public, or its financial success. This last circumstance is so rare in the history of educational institutions, especially those unendowed, that this alone would entitle it to universal admiration, were not the extent and variety of its activities such as to excite the wholesome envy of other communities not provided with so comprehensive a vehicle for popular education.

The work of the Brooklyn Institute is solely directed toward the popularization of knowledge. It is an organization, and membership in that organization is the one condition it requires. It has been developed to meet the needs of a great population whose interests are of the utmost variety. It sums up in one organization all the functions and activities that elsewhere are hampered by individual and separated interests. It offers membership in 28 societies at far less than the price of one, and it caters to every possible interest in a way no single society or group of separate societies could undertake to do.

Its plan is the most thorough illustration of the departmental plan we have in this country. This plan, with 28 departments, corresponding to as many separate societies, obtains at once that universal support which it is quite impossible to have in an organization that is limited in scope in any way. And with this universal interest is combined the other great principle on which the institute has been developed, namely, that of giving a direct and complete return for all money paid to it. I have said a complete return; in reality the return is so ample as to be overwhelming, and far more than any one individual could possibly avail himself of.

The membership fees are \$10 for the first

year and \$5 for each succeeding year. For the \$5 paid last year each member could, had he nothing else to do and was he equal to the exertion, have attended 544 lectures and gone to 3014 special meetings or other gatherings, though he would have to pay extra for some of the latter; he could have visited the splendid museum building now in process of erection for the institute, free five days of the week; he could have attended several public receptions and great open meetings of the members; and for sundry small extra fees he could have had more than his fill of high-class special entertainments, concerts, and other extraordinary features.

The Brooklyn Institute originated in 1823 as a library. For many years it prospered in this form, its work including not only the circulation of books but the giving of public lectures. Gradually, however, it lost its original hold on the people, partly through the development of the city, partly from the restriction of its work as a library. In 1888 it was reorganized on the plan that has so successfully matured, and not the least of its characteristics is that its present great work has been developed in so short a time.

Membership in the institute is composed of three general classes: 1, Honorary, including honorary members, corresponding members and fellows; 2, life and permanent members and patrons; 3, associate members, who pay \$5 a year and who form the great body of membership. The privileges offered associate members are: 1, admission for self and one other person to all anniversary meetings, public addresses, and general lectures; 2, similar admission to each evening lecture; 3, similar admission to each afternoon lecture; 4, admission for self and family to all receptions and exhibitions; 5, use of the library and collections, and admission to the privileges of membership in the several departments.

The departments include Anthropology, Architecture, Astronomy, Botany, Chemistry, Domestic science, Electricity, Engineering, Entomology, Fine arts, Geography, Geology, Law, Mathematics, Microscopy, Mineralogy, Music, Painting, Pedagogy, Philology, Photography, Physics, Political science, Psychology, Sculpture, Zoölogy. No extra fees or dues are required for membership in the departments, and each member is expected to belong to

* Abstract. The facts presented in Mr. Ferree's paper will be more fully given in a forthcoming report of the secretary of the University of the State of New York.

at least one department and may unite with three.

The business of the institute is lodged in a board of trustees of 50 members, who elect their president, vice-president, a secretary, treasurer, and director. Prof. Franklin W. Hooper, to whom the success of the institute is directly due, is the present director. The departments each have their independent organization of officers and committees, their presidents forming a central board known as the council, which also has its own officers, and whose function is "to recommend to the board of trustees measures that will facilitate the general work of the institute and of its various departments," and "to direct the general work of the body of associate members." The value of this plan is evident; for as each member of each department votes for the officers of that department, each member votes for his representative in the council, which is immediately in touch with the board of trustees. Moreover, as the work of each department is determined by its committees, subject to the approval of the council and the trustees, the membership has a definite voice in selecting the lectures and deciding on the particular kinds of work to be undertaken.

The general scheme of the institute may be summarized as follows:

1. 28 departments, with monthly meetings and lectures.
2. Exhibitions conducted by the departments, *e.g.*, microscopic, mineralogical, geographical, photographic, etc.
3. Schools conducted by the departments, *e.g.*, two art schools, day and evening; two summer art schools; school of political science. These are organized for teaching purposes, a small extra fee is charged, and institute membership is not required.
4. Expeditions and excursions — of which two were made last year by the departments of geography and geology.
5. Popular entertainments, *e.g.*, illustrated lectures, readings, concerts, etc.
6. Scientific and specialized work by separate boards within the departments.
7. Extension lectures on the university extension plan, called institute extension lectures.
8. Library of 23,000 v., the kernel from which the institute was developed and not now in use.
9. Libraries of the departments.

10. Biological laboratory at Cold Spring Harbor, L. I., for summer work.

11. Museum, now being built by city funds.

Formidable as these manifestations of activity may appear, their real impressiveness is only realized by a study of the statistics of the institute's growth. These show that the membership of the institute has increased from 82 in 1888 to 5375 in 1898; its number of open lectures were 18 in 1888 and 544 in 1898; its special and class exercises were 60 in 1888 and 3074 in 1898; its total attendance was 6900 in 1888 and 334,670 in 1898; its annual income was \$4456.70 in 1888 and \$99,058.20 in 1898; and its permanent funds were \$37,000 in 1888 and \$332,153 in 1898.

A notable fact is the comparative slightness of the ratio of the endowment to the annual income. The income from the permanent fund forms a very small proportion of the annual income. In other words, the institute is chiefly supported by the payments of its annual members. While the city has now provided the institute with a fragment of a permanent home, the larger part of its work is done in various places and in buildings owned and occupied by other organizations. Many of its lectures are given in the hall of the Y. M. C. A.; many others in the building of the Art Association, which has now been absorbed by the institute; still others in academies, schools, and churches. Notwithstanding this lack of definite habitat the institute has developed to what is to-day by wise forethought and brilliant direction, and has overcome obstacles that, less judiciously contended with, would have been insurmountable.

Dr. H. M. LEIPZIGER delivered an address on
LECTURES AND CLASSES.*

The university extension movement begun in England, and the Chautauqua movement, so typically American, have been the inspiration for the free lecture movement in New York City. Begun in 1889 with many misgivings, its growth and success have exceeded the most sanguine expectations of its supporters.

The audiences reached by these lectures are almost all composed of "working people." The lecture halls are near their homes, and are generally the school-houses; the school by this means becoming an educational centre in a

* Abstract.

broad sense, and by use in this manner paving the way to the time when in each assembly district there shall be a municipal meeting-house, with its library, reading-room, and assembly hall.

In the season just closed lectures were given in 41 different places; in all, 1,595 different lectures were given by about 175 lecturers, and the total attendance reached 509,000. Eight years ago 185 lectures were given in six places and the total attendance was about 25,000. The continuity of interest, the demand for the lectures, the many expressions of pleasure and of benefit derived, all indicate that this scheme for adult education has come to stay.

During last season's work the experiment was made of bringing the library into closer connection with the lectures. Books relating to the topics treated at the various lectures were borrowed from the Free Circulating Libraries and lent to such of the auditors as desired to continue their reading. Never were there enough books to satisfy the demand, and all the books were given without any of the customary safeguards used by libraries. All the books have been safely returned.

As a result of the interest awakened in the New York system of free lectures a course on similar lines is already in operation in Boston; the University of Chicago is doing like work; it is possible that Philadelphia will follow; and several of the cities near by, Newark, Jersey City, and Hoboken, have adopted the plan.

Looking toward the future, it is seen that the problem grows with its growth. To give 1,600 lectures each year, to have each individual lecture interesting to a mixed audience, to maintain a high ideal and still be popular, to express scientific truth and still aim at technicalities, is indeed a most difficult task. Perhaps the solution can only be found in the calling into life of a body of men who shall devote themselves to this work of popular education. One thing can positively be said as a result of this lecture movement, that there is a constantly growing element in New York that is looking for intellectual and spiritual guidance, who welcome the knowledge of the scientist, are moved by the skill of the artist, are touched by the words of the orator, and inspired by all to loftier lives. And it seems that the men who spend their lives in accumulating knowledge, in add-

ing to the world's treasury of wisdom, should find the greatest delight in its dissemination.

Rev. JOSEPH H. McMAHON delivered an address on

"YELLOW JOURNALISM" AND NEWSPAPER READING.

Rev. J. H. McMAHON. — If there is any mode of popular education that demands the attention of every thinker and every teacher, it is the education of the people by that estate which claims to be in reality the university of the people and for the people — the newspaper — which is, among all the intellectual forces at work to-day, the greatest, greater than the platform, greater than the pulpit, and greater than any rostrum held by any professor in any university in the land. Great, good, and beneficent as are its influences when well exerted, there is no influence that can wreak so much harm, bring so much desolation into the hearts and the minds and the homes of our people, as a newspaper press when once it has shaken off the trammels of right, reason, decency, justice, order, and truth. We have invented a term in this country to stigmatize that journalism which denotes everything that is dangerous. The phrase "yellow journalism" indicates that the journalism so characterized recognizes no sense of reason, has no regard for the rights of private individuals, enters the home and holds up before millions of people that which concerns us and those that are dear to us, and for which the public has and ought to have no concern whatsoever. It is "yellow journalism" that at the present time is jeopardizing the plans of our military and naval departments by giving information to our enemies, and for the sake of money and notoriety is conducting enterprises that would be tolerated by no other civilized government in the world. The false ideals and the false ideas set forth by this journalism are in a fair way to subvert high aims and right thinking in the minds of our young people and in the minds of the masses who are led by impulse and not by reason.

Librarians have a clear and distinct duty in this matter of "yellow journalism" and newspaper reading. While recognizing the necessity for and the power of good journalism, they who to a large extent control the reading of the people should see to it that they check as far as lies in their power the harm that is

being done by the "yellow" journals and all that they represent, and this should be done on strictly library grounds. The librarian is not the censor of the people; he is the servant of the people, spending in most cases money that is furnished by the people. Therefore the people have a right to demand that he shall be their servant and not their tyrant. But the very fact that they place him in this position of trust, that they recognize the value of expert education in library work, that they recognize the utility of the public library for the advancement of public knowledge, imposes on the librarian the corresponding duty to discharge his trust in accordance with that which we know is highest and best in the light of human reason; and in the light of that human reason we can draw an indictment against "yellow journalism" on artistic, on intellectual, and on moral grounds.

F. M. CRUNDEN read a paper on

THE ENDOWED NEWSPAPER AS AN EDUCATIONAL INSTITUTION.*

The daily and weekly newspapers reach a greater number of people during a longer period of their lives than any other agency employed for the information and persuasion of the public. There is nothing that hinders them from being the most potent influence in the world except the taint of commercialism that debases and poisons almost every activity of civilized life.

The college reaches one-tenth of one per cent. of the people during a period of four years; the high school exerts its influence for the same term on two per cent.; the common schools take in the masses for six years; the public library reaches all who do not avoid its light; and the newspaper exerts a daily influence on thousands who do not know or care for the library or to whom the library is unattainable. The college is endowed; high schools and common schools are supported by the state; so also is the public library, which is now generally recognized as the most beneficent institution to which a rich man can give or bequeath his wealth. Why should not the newspaper, which could be made a more powerful agency than any yet found to carry the library to the people and bring the people to the library, be endowed? Thus it would be freed from the

canker of commercialism and made to realize its possibilities as a direct educator and as a guide to broader and higher education.

President PUTNAM closed the session at 4.50 with a few words of acknowledgment for the welcome extended to the association, and a pleasant hour was spent in visiting the Chautauqua grounds and buildings.

SIXTH SESSION.

(THE WALDMERE, FRIDAY MORNING, JULY 8.)

President PUTNAM called the meeting to order at 9.35 a.m.

T. L. MONTGOMERY presented the

REPORT OF COMMITTEE ON LIBRARY EDITIONS OF POPULAR BOOKS.

The committee reports that in its opinion some practical work should be referred to it or that the committee be discontinued.

For years desultory reports on this subject have been made, urging the advisability of doing something, but nothing has resulted. Doubtless there is less need for practical work in this line at the present time, when the publishers are doing so much better work, than when the committee was first appointed.

The committee feels that the most important work that could be referred to it is the reprinting of out-of-print books. This work, however, could not be successfully carried out without the subscriptions of the members of this association for a definite number of copies, at a stated price, of a book chosen by vote. The story has been told that Messrs. Houghton, Mifflin & Co. some years ago printed a library edition of "Uncle Tom's cabin" on good paper and with strong binding. After extended advertising they received orders for four copies from libraries. They have not repeated the experiment up to date. It is doubtful if any firm will undertake such a thing again without subscriptions enough to pay the cost of publication.

In the words of a member of the association, this committee has been used as a peg to hang a few names upon for some years. The members of the committee ask that some practical work be put in their hands or that it be stricken from the list of standing committees.

Respectfully,

THOMAS L. MONTGOMERY,
BERNARD C. STEINER.

MISS HANNAH P. JAMES. — Every librarian knows what annoyance the *Youth's Companion* causes in its present form; it always comes folded and always tears. I would like to see this association send a petition to the publishers of the *Youth's Companion* asking them to reduce its size one-half and print on better paper, and I move that such a request be made.

MELVIL DEWEY. — I would like to make this resolution a little broader, so as to accomplish more, making it an expression of the opinion of this association that it is highly desirable that the size of papers of this sort be reduced.

I move, therefore, as an amendment, that the Co-operation Committee be directed to prepare a statement to publishers, pointing out the advantages of adopting a smaller size which will go on the standard library shelf, and that this statement be sent to representative journals, including the *Youth's Companion*.

The motion as amended was carried.

W. E. FOSTER read the

REPORT OF THE AUDITING COMMITTEE.

The Auditing Committee, to which was referred the annual report of the treasurer, with accompanying vouchers, etc., reports that the items in the report have been compared with the respective vouchers and found correct, and that the balances reported are correct, as shown on the two bank-books accompanying.

WILLIAM E. FOSTER,

F. P. HILL,

HARRIET C. WADLEIGH.

Mr. FOSTER also presented the

REPORT OF THE FINANCE COMMITTEE.

In accordance with the provisions of the constitution, the Finance Committee has not only approved the bills submitted by the treasurer during the year, but has also acted in response to the request of the Publishing Section for an additional appropriation of \$500 on May 20, 1898.

JAMES L. WHITNEY,

CHARLES K. BOLTON,

WILLIAM E. FOSTER.

Both reports were accepted.

PLANS OF THE ROYAL SOCIETY.

The president read two letters from Dr. J. S. Billings regarding the adjourned conference to be held by the Royal Society for the further consideration of its proposed catalog of scientific literature, and recommending that the A.

L. A. take action approving the plan of the society and urging Congress to aid the work through the Smithsonian Institution.

Dr. HERBERT FRIEDENWALD. — The British Government has asked through the Department of State that American delegates be appointed to a conference to be held in London July 14 or in October, the date being later fixed for July. The Department of State asked the Smithsonian to appoint delegates. After conference with Dr. Billings, Mr. Langley and Dr. Adler were appointed by the Department of State as the representatives of the United States to this conference. They are now on the way to the meeting.

MELVIL DEWEY. — I move that this matter be referred to the Co-operation Committee, and that the committee report action this afternoon.

Voted.

F. A. HUTCHINS read the

REPORT ON TRAVELLING LIBRARIES.

(See p. 56.)

R. P. HAYES. — The Birchard Library, at Fremont, Ohio, sent out travelling libraries in 1886-87. We sent them to a neighboring town in the same county, but it was a little earlier than the statistics given by Mr. Hutchins. During this meeting a number of people have asked me how to start the travelling library system. The Wisconsin plan does not seem available to them, and the New York plan is more expensive than many of our states, especially in the west, can afford. In Ohio a year ago we had been experimenting with the travelling library system for about six months, and from July 1, 1897, to July 1, 1898, we sent out 280 libraries. There was no appropriation for the commissioners, and there was no appropriation for the travelling libraries, yet our work has been very successful. If people in Nebraska, for instance, want to start travelling libraries they may in a few years be able to interest some of their citizens who will enable them to start the Wisconsin system, and a little later on they may interest the state and start the New York system; but they can start the Ohio system to-day without any money.

H. M. UTLEY presented his paper on

BOOKS FOR THE BLIND.

(See p. 93.)

This was illustrated with examples showing the various styles of print for the blind, which were passed around for examination.

H. M. UTLEY. — The two forms of print for the blind which are now the most prominent are the New York point and the Braille. The Moon system is obsolete ; the line-letter system does not answer the purpose, and point print seems to be the coming system. The Braille is most used in the west ; it is taught in the Michigan school, in the Illinois school, in the Missouri school, and I think in the Pennsylvania school. The New York point, of course, is taught in the New York schools. In selecting books for the blind the print chosen must depend somewhat upon the locality in which they are to be used. I omitted to say in my paper, what I should have said for the information of those who are thinking of buying these books, that the books are printed by the American Printing House for the Blind, at Louisville, Ky. That is a unique institution in this country, in that it is a private corporation subsidized by the United States Government, which appropriates to it \$10,000, requiring it to furnish books to any schools, library, or applicant at the actual cost price of producing the book. The house issues a catalog which may be had on application.

JOHN EDMANDS. — In this connection I wish Mr. Hutcheson, of Washington, could be called on to make a statement in regard to the work for the blind that is being done at the Library of Congress.

DAVID HUTCHESON. — In response to the request I have much pleasure in briefly stating what has been done by the national library for blind readers.

In setting apart the various rooms in the new building for the various sections of the library we selected a pleasant and appropriately situated room on the ground floor for the use of the blind. A young lady was placed in charge who has developed great talent in dealing with her work. In that room we placed a series of tables. Half of the room was screened off, so that the blind visitors might read quietly, and the other half was kept for the display of the books printed in the different types and forms used for the blind. The department has been very successful. The room is largely used, not only by the blind people who come to read but by visitors from all parts of the country who are interested in the subject of reading-rooms for the blind. The collection contains books printed, I think, in all the vari-

ous methods that have been adopted for the purpose. The New York point, however, appears to be the one that is most wanted. We endeavor to learn from the blind who come to the library not only the books they would like to read, but the style of printing in which they prefer to read them, and so far as we can we purchase such books. It is our desire ultimately to have there every book that has ever been printed in this country for the blind, in all their different forms, and in pursuance of this we communicate with all whom we can discover who are interested in the blind, and by liberal gifts and purchases we are rapidly gathering there what may in time become the largest collection of books for that purpose ever gathered together.

In addition, however, to providing the room and the books, which other libraries have done, we thought that a new departure might be made, and we started it with some slight hesitancy, thinking it, perhaps, a little Utopian. We considered the fact that but very few books have been printed for the blind in the characters which they can read ; we considered also that such books were mainly standard books ; we saw that the literature that could be thus presented to them was somewhat limited, and so it was decided that in addition to providing the room and the books and a competent person to take charge of these the provision of readings to the blind might be acceptable. An hour each day was set apart—from half-past two to half-past three—and arrangements were made with persons who were willing to come to the library and read to the blind. The literature that we desired to have read consisted mainly of material that was fresh and new, that had never been printed in the type for the blind. At first it was thought there might be difficulty in arranging for some one to come each day and take this duty, for of course we could not pay for such services. But to our surprise and gratification such an interest was awakened in this particular feature of our room for the blind that in a few days we had for three months ahead names of persons for these readings. These included not only teachers in the various schools but distinguished literary men, either living permanently in Washington or passing through the city, who were glad to add their names to the list and give us a reading. The audience is not

confined to the blind only. We found that blind people like to be treated as other people are treated, so at these readings the room is open to all, and on one occasion I counted 275 persons. The number of blind who have attended is not very large, but we hope to make it larger, and the reading is held even if there is only one blind person.

B. C. STEINER. — In January, 1894, it seemed wise to us to add some books for the blind to our library. Our state school uses the New York system, and I am inclined to think that for most libraries the system used by the state school should be the system adopted; it is hardly worth while to purchase books in a system not used by the state school. We bought some 60 or 70 books at that time, and they have proved useful. There are never a great number off the shelves, but a few are always out, showing that there is constant use for them. Finding that this use was steady, we added a year ago 100 volumes, so that we have now 160 or 170 volumes. The catalog of the American Publishing House for the Blind is really surprisingly rich in standard works, not only in literature but in certain sciences and arts also, and it is surprising how much information and delight can be given to the blind through the publications of that house.

DAVID HUTCHESON. — We found that many blind persons were detained at home by age, sickness, or by the impossibility of being taken to the library, so that we send to all whom we can discover who want books, and go for the books when they have been read.

Mrs. S. C. FAIRCHILD. — Mr. Utley says that a state library is better fitted to circulate books for the blind than any other library. We have just begun that work in the New York State Library and are now planning for distribution of these books through the state library. The books are expensive; the constituency is small and scattered. We use the New York point because that is used in the institutions for the blind in our state. There were nearly 5000 blind people in the state of New York according to the census of 1890. We propose to get the names and addresses of those people through the institutions for the blind and in any other way, to enter into communication with them as far as possible, and to circulate books to as many people as know how to read or will learn how to read this type. Naturally,

we will be obliged to loan directly to individuals instead of to institutions, probably through some proper reference. It would be too much work for them to enter into relation to a library, and there would not be libraries in all places where there were blind people.

Miss C. M. HEWINS. — There is a fund at the Perkins Institution for the Blind in South Boston for sending out such books to libraries. We have about as many books for the blind as Dr. Steiner has, but we have never bought one. Eight or 10 years ago we received our first books from the Perkins Institution, and only a little while since we had a letter from them offering us a number of new books, and on making inquiry I found that the cost of those books was provided for by special funds. In illustration of the expense of books for the blind I will say that "David Copperfield" in the Boston type is in five large volumes at \$3 a volume, so that a library, unless it is very large, cannot afford to buy many such books. But through the Perkins Institution and through some good friends we have books in the Boston type, in the Braille, and in the New York point, which supply the needs of our blind readers.

W. R. EASTMAN. — There is in New York City a New York Free Circulating Library for the Blind, which has now 400 to 500 volumes and circulated last year 640. The books are all large, and one essential of the charging system is a supply of shawl-straps, in which every person who takes a book may carry it away. The library is doing an immense amount of good and promises to grow larger and still more beneficial; its address is 121 West 91st street.

H. M. UTLEY read a paper on

RESPONSIBILITY OF LIBRARIANS FOR WARNING THE PUBLIC AGAINST UNTRUSTWORTHY BOOKS.*

It will be well for the librarian to be chary of setting himself up as a censor of the verity of the contents of his library. He certainly is not charged by public consent with any such responsibility. He is the custodian of the books. But more than that, if he takes the right view of his opportunities he is also an educator; he may stir into progressive activity the intellectual life of his community, and he should be a strong force in the work which the library is bound to do. He will be wise to avoid jeopardizing this influence by undertaking to publicly

*Abstract.

advise arbitrarily what books may be safely read and what books ought to be avoided.

The question of what is an untrustworthy book is a very large one. It is likely to be solely one of opinion. If a statement of facts is questioned, if an author is accused of perverting history, it must be remembered that facts themselves are often in dispute and that facts not misstated may be so colored in their stating as to lead to widely differing conclusions. Everything depends on the point of view. Shall the librarian insist upon his own point of observation and publicly warn all readers against the partisanship of the author with whom he disagrees? It is altogether too radical for any one to say on the strength of his own opinion that the statements of a reputable author are not to be trusted.

But it may be said that by general consent of scholars and persons qualified to pass judgment some books are notoriously untrustworthy. It is not necessary to warn the public against these, for the librarian who looks carefully after the best interests of his library will not have them on his shelves. No library can afford to buy all books, or even all books that are considered highly desirable. Under the necessities of the case there must be selection. A librarian could not, therefore, be criticised for refusing to buy books that for any reason do not commend themselves to his good judgment. In such case it is not necessary for him to warn the public against untrustworthy books in his library, for he has taken advantage of his opportunity to exclude them.

It appears, then, to be not at all feasible or wise for a librarian to make any general pronouncement respecting the character of individual books in his library. When his opinion is asked is time enough for him to give it. Even then he will do well to accompany it with the caution that there may be others better informed who would possibly take a different view. In other words, if there is anybody who thinks the librarian knows it all, such person should be candidly advised that this is not so.

F. M. CRUNDEN read a paper by J. N. LARNED on the same subject, as follows: *

Taking this subject as it is stated on the program, I am forced to deny that there is or can be any such responsibility. No librarian can afford to assume it. If he did assume it he

would simply be giving proof of his inability to understand what it means. Understanding what it signifies, no man on earth could undertake to be responsible "for warning the public against untrustworthy books." I doubt if the combined faculties of all the universities of Europe and America, with the librarians of both hemispheres thrown in, could safely enter on this undertaking.

In the phrasing of this question it is probable that the word *responsibility* was unthinkingly used, and that the idea in mind was one that needs the word *duty* instead. But even the word *duty* in this matter is one that requires to be qualified in definition. It cannot be the duty of librarians to warn the public against untrustworthy books, because that is something impossible of performance; but we may reasonably say that it is the duty of public libraries and librarians to employ their utmost influence and effort in eliciting and bringing to public knowledge competent criticism of books; and that it is still more their duty to avoid, so far as possible, the offering of untrustworthy books to their readers. The consciousness of this duty is giving support and encouragement to the splendid undertakings of Mr. Iles, which contemplate a systematic "appraisal" of literature, in its many departments, by special students and scholars, each in his own field.

The question in this topic refers to no demerit in books except that of being "untrustworthy." But the same disclaimer of responsibility and the same acknowledgment of duty should be made in the case of books that are judged from other standpoints. A librarian cannot undertake responsibility for warning the public against books of pernicious influence or literary worthlessness. But what has a public library to do with these books except to ignore them? Practically, the literature implicated in this matter is none but the ephemeral literature of prose fiction, which has no reasonable claim to a place in public libraries. A little time determines which half-dozen of the countless novels of the day belongs either to lasting literature or to the representative literature of the age. Give Time the opportunity to put the mark of his judgment on these books before public libraries even take them into consideration.

MELVIL DEWEY. — If the question had been worded, "The duty of the librarian to warn the public against undesirable books," it would

have included those editions that we all know, that are ground out of book factories with imperfect proof-reading, broken type, no index, and other faults, so that the book ought to be sent to the paper-mill instead of being circulated. The librarian is the public's adviser in regard to books; it is absurd to suppose that he should set himself up as an authority on all books on all subjects, but so far as he knows he ought to warn the public against undesirable books. It is the distinct duty of the librarian, if a reader comes to him and calls for a book and he knows that there is another volume that is more trustworthy and desirable, to give the benefit of that expert knowledge to the reader. If we do not know more than the average reader we are not fit to be librarians; and if we are not willing to give such warning because we are afraid some one will criticise I think we are lacking in the performance of our duty to the public.

MISS T. L. KELSO.—Can any one say why the librarian's judgment should not be exercised before the book is on the library shelves? Why not before the book is bought decide whether it is fit to place in the hands of the reader or not?

MELVIL DEWEY.—Most of the books are probably bought before the librarian takes office.

THE FUNCTION OF THE LIBRARY AS A BOOKSTORE.

MELVIL DEWEY.—I want to present some thoughts that I have had in mind for years but have never publicly expressed till within a year or two. We all believe that there is no better expenditure of public money than paying the salary of a competent librarian and assistants, who in a public library shall spend time in helping to select good books and inducing people to borrow them and keep them from a day to a month. We all know that with the best books in the world—the literature of power, the literature of information—while it is a great thing for a man to borrow a book and keep it a week, it is a vastly greater thing for him to own it, keep it on his shelf, and when the mood strikes him put his hand out and read it for five or 10 minutes. If it is a wise thing for the librarian to take time in lending books, it is a still wiser expenditure for the public to pay a librarian who shall help in the selection of books and who shall bend his best thought and energies to inducing people to own these books;

who, when the public comes to the library, shall show them the different editions and inform them of the prices; and who, if the reader is willing to buy and pay for the book that would otherwise be lent to him, will sell him the book at wholesale prices, receive it, unpack it, and hand it out to that reader. In other words, the librarian becomes the direct rival of the bookstore, doing business at public expense.

At first thought it will seem that this is interfering with legitimate trade and that we are going to kill off the bookstores. But bear in mind that the bookstore in the small town is a thing of the past. This condition has been developing since the first library meeting in 1876, and booksellers know that it is only the larger towns that can support a bookstore. The so-called bookstores of small towns and villages are merely fancy goods stores, a competent bibliographer or literary adviser is almost unknown in them, and it is only once in a while that you find a relic of the old-time bookstore. With mails, telephone, and cheap express it has become possible for a man in the remotest place to buy books of the publisher. I think it is beyond the wildest dreams of any one who really knows the facts to hope that a bookseller can conduct a profitable and successful bookstore in the smaller communities of the country. It is because I respect the bookseller's calling so much, and because I believe he has an educational function of the highest order, that I plead for putting that function under public patronage, so that the librarian shall have as his function not only the lending of books but the more important function of putting in the ownership of every man, woman, and child, and every home, every good book for which he can induce them to pay the wholesale cost. That is my thesis.

MISS TESSA L. KELSO.—If it is true that the library is doing away with the bookstore, then I think that one of the most important influences of the library has failed, because as thoughtful men and women we must go back to the fact that Mr. Dewey started out with—that people must own books before they can receive from them the real good that lies in the influence of books. I do not believe that the bookstore is to be entirely suppressed in the future; but I believe that Mr. Dewey has contributed somewhat to the extinction of the bookseller in contending that a person who buys 12 books should

have the same discount as a person who buys 1000. In spite of all, people must buy books, and I do not believe we are yet socialistic enough to maintain public bookstores. If the library really is educating people and leading them to culture, they will want to own books, and no lending of books will ever take the place of ownership. If it does, it will be a sad day for all of us.

I would like to see librarians take up the responsibility of aiding book-ownership a little more extensively; instead of making lists on Spain to back up newspaper controversies let them print lists (giving prices) of books under such heads as "Books suitable for birthday presents," or "Books for Christmas," and combine these lists with exhibits of the books themselves. If there is a bookseller in the same town, the librarian should purchase from that bookseller. Last year, in going over the purchases of books for the Christmas season, made in August, September, and October, by dozens of booksellers in small towns, it was painful to see the class of books that booksellers were certain they could sell to mothers and fathers in the towns, to be given as presents for Christmas time. It showed that the librarians, with their libraries and their consciousness of being literary advisers-in-chief of communities, had made very little impression on the mothers and fathers in those communities. But you can change such conditions: you can help to good book-buying by publishing special priced bulletins, and in many ways. It seems to me that there is nowadays only the most prosaic tendency apparent in the purchase of books, and I think librarians could by such means as I have indicated both raise the level of selection and help the bookselling in their town. I should be sorry to think that you would take Mr. Dewey's advice or believe that the bookseller cannot survive in the same town with the librarian. If he cannot, something is wrong, for there should be a place for each.

W. H. TILLINGHAST spoke on

ENCOURAGEMENT OF PRIVATE BOOK-BUYING.*

If I should confine myself to repeating "Encourage private book-buying, encourage private book-buying, encourage private book-buying" for three minutes I should say about all that I have to say — yet not quite all — for one may

buy books and buy books and be without a library still.

A bookseller in a college town complains that students do not now, as they did 50 years ago, utilize their college years in buying from him with the deliberate intention of securing good libraries of the best writers. Without attaching any special importance to this particular case, I think it very possible that while there may be no great lack of private book-buying there is less selective purchasing of good books for permanent possession—I will not say than there used to be, but than there ought to be; and while I acquit the public library of any very important share in causing this, the fact is due, I believe, to manners of thinking and methods of life, of which the public library is one expression.

As children we are taught the uselessness of buying books, and leave the public schools without a single specimen of the books we have used to put upon our shelves. If as we grow older we come into situations where the public library will not entirely satisfy our needs, we can buy products of the press, things in the shape of books, so cheaply that we can afford not to take care of them—to which, indeed, there is no inducement—and can replace with others when we have destroyed them, or lost them, or given them away.

I believe that all who have influence in training children, and all in positions to affect the general thought and practice in this matter, should endeavor to create or to foster the contrary attitude of mind, should encourage the desire to own a library containing some good reference-books, the best works of literature, and the best books of information in line of personal interest, and encourage, too, the conviction that a library is never finished, no more finished than is a home, where there is always some new object of use or beauty to be acquired, or something whose usefulness is exhausted to be replaced.

To this end teachers can do something, the press might do much, and surely librarians can do something. I would press upon your attention this opportunity for good work, this duty which it lies upon you to perform toward the public. I close, therefore, as I began, by saying, "Encourage private book-buying"—the buying of good books in good editions, at a fair price, of regular booksellers, for permanent

* Abstract.

possession. And if any of you see after careful thought no way in which you can exert this influence, give your attention to a careful avoidance of anything in your attitude to the public which can discourage private book-buying or cause it to be thought that you regard it as unnecessary because of the public library.

M. D. BISBEE. — As wealth is increasing and people feel the necessity of having a fad—or I will say, instead, an accomplishment—much can be done by encouraging the owning or collection of book plates, or by urging people to have at least one specimen of a finely bound book to be kept as a treasure.

Miss H. P. JAMES. — If I were willing I could sell hundreds of dollars' worth of books each year. People continually come to me asking me to get books for them. I do so now and then for teachers or personal friends, but I do not think it would be fitting for me to carry on a wholesale business through the library.

Miss L. E. STARNES. — It is our experience in Wisconsin that the travelling library movement stimulates the private ownership of books. To aid in this, the Wisconsin commission now sends out little annotated lists of all the books in the travelling libraries, telling something of their contents, and giving the publishers and prices of each one.

JOHN F. DAVIES. — Every year, when the agents of the different publishing houses come to Butte, the local booksellers tell them that, owing to the library, they cannot now sell any books; yet, on the other hand, the booksellers tell me that they have never had such a demand for books as since the library started.

Miss H. P. JAMES. — The only bookstore that can really be called a bookstore in Wilkes-barre has improved in its class of books very much indeed since the library was started.

MELVIL DEWEY. — In 1876, when we started the American Library Association, some of the publishers of the country protested that they ought, instead of supporting it, to fight it, because they said it would kill the publishing business. We know better. We know that the association has encouraged the publication of better books. It may kill off undesirable publishers, but it strengthens strong houses.

Mr. Tillinghast has pointed out the desirability of book-owning. What are we going to do about it? As a matter of fact, in many

communities the establishment of the public library has given the impression to many heads of families that it is no longer necessary to buy books; that they could get them at the library; and we have in many cases made people believe that they did not need private libraries any longer. We ought to correct that impression.

The thing I want to call attention to is this: that in every phase of education, when the public recognizes that a thing is of great public importance the public begins to pay for it. The professional schools to-day are rapidly passing from the plane of private schools to the plane of endowed institutions, free from taxation and receiving large gifts. The work of the library is passing through this same phase, for the library has come to stay and to be supported by the public. We believe that people should be encouraged to own books; the librarian is the person who can encourage them. Good booksellers will all find more positions than they can fill as librarians; the poor ones can go to selling soft drinks or something of that kind. We are not discussing how certain individuals shall get their living, but how the public shall get the greatest benefit.

In the absence of Miss MARY MEDLICOTT her paper on

MUSEUMS OF ART, HISTORY, AND SCIENCE

was accepted as printed in the advance papers (*see* p. 96). A paper on the same subject by Dr. CYRUS ADLER was read by Dr. HERBERT FRIEDENWALD (*see* p. 95).

Prof. W. G. WARD spoke on

PICTURES AS THE COLLEAGUES OF BOOKS, emphasizing the value of circulating collections of pictures and touching upon the essentials of knowledge necessary to an appreciation of art.

The meeting adjourned at 12.35 p.m., and a group photograph was taken on the Waldmere lawn.*

SEVENTH SESSION.

(THE WALDMERE, FRIDAY AFTERNOON, JULY 8.)

President PUTNAM called the meeting to order at 2.50 p.m.

AMENDMENTS TO THE CONSTITUTION.

The president stated that final action would

* Copies of this photograph, at 60 c. each, may be had of A. N. Camp, 207 Main street, Jamestown, N. Y.

be taken on the following amendment, adopted at the Philadelphia meeting:

"*Resolved*, That in § 17 of the constitution the councillors-at-large be increased from 20 to 25 by altering the numbers 20, 4, and 8 to 25, 5, and 10, and by adding these words: 'In addition to the 25 members above provided for, each state or local library association recognized for this purpose by the council shall be entitled to one councillor of its own selection, and to one additional for each full 100 members.'"

H. L. ELMENDORF. — This resolution was introduced at a late hour during the Philadelphia meeting and no discussion was had upon it, nor have I ever heard an official statement of its purpose. The council, from what I can gather from its members, has hitherto been largely an ornamental body. It seems to me that we should have an official statement of what the duties of the council are and what is proposed for it, for if it is going to do no more than it has in the past it seems unnecessary to increase its size.

MELVIL DEWEY. — This resolution originated because of the campaign carried on a year or so ago by some of the older members of the association in the thought of restricting the membership of the A. L. A. I had no sympathy with this movement, but there was a good deal of force behind it. There was strong feeling on the part of a number of old members that the old association of 100 or 150 was more enjoyable, more workable, and a better body, and they suggested restricting the membership. I said then as I say now, that it seems to me absurd that after trying to increase the membership of the A. L. A. and to spread our influence by attracting people to these meetings we should now propose to restrict it. There are, however, certain kinds of business that can be done better in a smaller body, and the result of this suggestion was the proposition to enlarge the council. The national association we should try to build just as large as possible; if we had 10,000 members it would be a good thing.

The council was proposed some half-dozen years ago as a kind of roll of honor in libraries, to be made up of those who were considered the most prominent and efficient of American librarians. It was said at the time that we would start at 20 members, but that we should undoubtedly have to increase to 50 or 100. I believe now, as I believed then, that a library council of that sort would add dignity to our work, that it would be one of the most fitting

recognitions of conspicuous public services, and something that younger librarians would look forward to as an honor; that the election to the council would strengthen any librarian in his own community and would be in every way beneficial. Beyond that, the query of how much the council shall do is still an open one. It now has the functions that no recommendation in regard to library administration can be promulgated without reference to it and that it controls the expenditure of the income of our endowment fund. In any case, I think that the council is too small for satisfactory results. A number of our members recognized as leading men are not on the council to-day because there is no one on the council that could very well be dropped, and we have many more than 20 who deserve that honor. The proposition is to enlarge the council to 25 and to meet the demands from local organizations for representation by allowing any association, state or local, formally recognized by the council as large enough and representative enough to elect one councillor, and a second councillor for each full 100 members. If this amendment is passed I shall move a vote in these words: "That the notice to the local associations of recognition by the council as entitled to elect councillors shall call attention to the fact that only members of the general association are eligible as councillors." Two or three have expressed the opinion that we ought not to leave the resolution in such shape that a local association could elect a councillor who himself was not a member of the association.

I move the adoption of the amendment as printed, which if adopted shall become a part of our constitution.

F. P. HILL. — Notwithstanding the resolution which Mr. Dewey proposes to introduce, provided that we adopt the amendment, it seems to me that a local association would not be prevented from electing outsiders to the council. If I am right in that conclusion, it seems to me that the amendment ought not to be adopted in the shape in which it reaches us at this time.

F. M. CRUNDEN. — When this resolution was introduced at Philadelphia I thought that the method it suggested of enlarging the council and intrusting the business affairs of the association to that council offered the solution of our difficulties. But as I hear the amendment read now, I find that there is nothing said about

that at all. It simply gives us a cumbrous and elaborate council with no more duties assigned to it than have proved insufficient to give the present council any particular reason for being, unless, as Mr. Dewey says, as a roll of honor. Later in the day I believe a motion is to be introduced to appoint a committee on revision of the constitution, and it seems to me that if the constitution is to be revised, then this matter had better be referred to that committee.

I move, therefore, that the question be laid on the table till later in the day, when it may be properly brought up.

JOHN THOMSON. — Would it not be better to refer it to a committee to be appointed by the chair? Then if this special committee is appointed later in the day the chair would naturally, I think, refer it to that particular committee.

The motions made by Mr. Dewey and Mr. Crunden were withdrawn. Mr. Thomson's motion that a special committee be appointed was carried, and the chair appointed as that committee Messrs. Crunden, Brett, Bowker, Miss Plummer, and Mr. Solberg.

CONSTITUTIONAL REVISION COMMITTEE.

J. C. DANA. — I move that the president shall appoint a committee of five to prepare and report at the next conference a revision of the constitution. At least three months prior to the next conference this report shall be printed and a copy sent to each member of the association. *Voted.*

F. M. CRUNDEN stated that the special committee on A. L. A. council requested that the section enlarging the A. L. A. council be referred to the general committee on revision. *Adopted.*

The chair appointed as the special committee on revision of the constitution F. M. Crunden, W. H. Brett, R. R. Bowker, Miss M. W. Plummer, and Thorvald Solberg.*

C. W. ANDREWS presented the

REPORT OF CO-OPERATION COMMITTEE ON DR. BILLINGS' SUGGESTION IN REGARD TO THE PLAN OF THE ROYAL SOCIETY.

The two members present of the Co-operation Committee, to whom were referred the letters of Dr. Billings in regard to the plan of the Royal Society of London for an international catalog of scientific literature, respectfully report that they recommend the appointment of a committee of three on the subject. This

* Later the name of J. C. Dana was substituted for that of W. H. Brett.

committee should consult with the authorities of the Smithsonian Institution and prepare a memorial to Congress in favor of such action as may be necessary to enable the institution to do its share of the work. If approved by the executive board the latter should be authorized to sign the memorial in behalf of the American Library Association and to submit the same for the consideration of the librarians individually. *Adopted.*

H. L. ELMENDORF moved that the committee consist of Dr. J. S. Billings, Dr. Cyrus Adler, and C. W. Andrews. *Voted.*

ELECTION OF OFFICERS.

The president announced that the voting for officers for 1898-99 would be conducted by means of a voting-machine, and that the polls would be open from 3.15 to 4.30 and from 8 to 10 p.m.

The following were appointed by the chair as tellers for the election of officers: T. L. Montgomery, B. C. Steiner, J. N. Wing.

INVITATIONS TO BUFFALO.

H. L. ELMENDORF extended an invitation to the association to visit the Buffalo Public Library on the way to or from Niagara Falls; a similar invitation was also extended by the Buffalo Historical Society.

PLACE OF NEXT MEETING.

Miss ANNE WALLACE extended an invitation to the association to hold its meeting for 1899 in Atlanta, Ga. She presented, also, assurances of welcome from the Atlanta Chamber of Commerce and from the Georgia Federation of Women's Clubs.

MELVIL DEWEY moved that the association accept the very kind and cordial invitation from the city of Atlanta to meet there in 1899. *Voted.*

OTHER INVITATIONS.

C. H. GOULD invited the association to hold its meeting in Montreal in 1900.

F. M. CRUNDEN read an invitation from the authorities of the Trans-Mississippi Exposition, to be held in Omaha in September, asking that the A. L. A. be represented at the library congress to be held under its auspices.

Dr. J. K. HOSMER presented the

REPORT OF COMMITTEE ON RESOLUTIONS.

Whereas, At the end of a conference in a high degree successful and pleasant, during

which all natural conditions have been especially favorable, the American Library Association desires to thank heartily the human agencies without whose co-operation the naiads of the lake, the dryads of the wood, and even the clerk of the weather would have wrought in vain; therefore,

Resolved, That we are thankful to the Board of Directors of the James Prendergast Free Library, of Jamestown, and to the various local committees of whose kindness and efficient care we have had evidence at every turn; and in particular that we recognize the good service of Miss Mary Emogene Hazeltine, who we are assured has been the moving spirit of the local committees; and that in her work we see once more what we so often have seen before, that wherever the A. L. A. wings its flight women are quite likely to lead the flock, *dux femina vocit*.

Resolved, That we are grateful to Mr. and Mrs. William H. Proudfit for the delightful hospitality enjoyed at their charming home.

Resolved, That the A. L. A. is deeply grateful to the Chautauqua Assembly for the opportunity given to see its beautiful seat, to come for a moment into its atmosphere, to judge of its spirit by the noble address of its chancellor, and expresses the conviction that with such a sign on the Chautauqua banner the Assembly will always conquer — *in hoc signo Vincent*.

Resolved, That we are grateful to the management of the Erie R.R. for their courteous treatment of us, also to the management of the Kent and Waldmere for their liberal entertainment.

The report was adopted by a rising vote. The president in a few cordial words expressed the appreciation of the association for the many courtesies extended by the local hosts, and brief responses were made by ELEAZER GREEN, of the James Prendergast Free Library, and by Miss M. E. HAZELTINE.

ELECTION OF CHANCELLOR VINCENT.

The president presented a recommendation of the executive board that Chancellor J. H. Vincent be elected an honorary member of the American Library Association. *Voted*.

W. C. LANE presented LEO WIENER'S

REPORT ON TRANSLITERATION OF RUSSIAN NAMES.

(See p. 174.)

Dr. G. M. GOULD read a paper on

THE UNION OF MEDICAL AND PUBLIC LIBRARIES.*

I wish to urge the justice, the saving of expense upon the part of the community, and the pressing importance of uniting the work of public medical and public general libraries.

I wish to secure your indorsement of the plan and your co-operation in bringing it about.

To the physician a medical library, collected by co-operative effort, well arranged, accessible, and systematically handled through the public library would be a boon. To the library there is advantage in increased usefulness, in enlarged influence, in the winning of the support and interest of influential members of the community, and in preserving and making most useful myriads of valuable medical publications that are now restricted in their use or wholly wasted. To the public such a department would be of large indirect value in raising medical efficiency and making the physician of the small town or city as well supplied with the literature of his profession as his fellow in the metropolis.

As has been shown by the work done in Denver by Dr. C. D. Spivak, it is a matter of little difficulty to establish union medical departments in public libraries, and the results of such establishment are striking in their success. Individual and local conditions may modify the terms of union, the amount of purchases, the ownership of special works and journals, but these conditions cannot and must not be allowed materially to prevent the profoundly important and growing need of union and co-operation in library service between the medical profession and the general public. It may be that the union as advised in small cities and in towns will ultimately turn out to be preparatory and temporary, and that the medical library, distinct and carried on by the medical profession alone, will be the outcome wherever the local profession progresses in numbers, wealth, and unity. Speaking individually, I doubt the wisdom and advisability of this ideal. The community owes a debt to the physician that can be paid in no better way than in the just and proper manner of purchasing and caring for his professional literature. The community, the American Library Association, and the trustees of public general libraries have shown an entire willingness to aid the profession, to set aside a part of their funds for the purchase of books, to give space, alcoves, or distinct rooms for them, and to provide librarian service for their care, etc. The plan does not prevent local professional control or the supplementing of purchases by specially supplied funds, etc. In small places certainly the public library and the medical library could be

* Abstract; Dr. Gould's paper appeared in full in the *Phila. Medical Journal*, July 30, 1898.

united with great resultant good. In Denver the union has solved the problem and has given the local profession a fine library, otherwise entirely impossible.

If you are convinced of the advisability of the union plan I ask your indorsement of the following resolutions :

" *Whereas*, The public library should be the means of stimulating all neighborhood intellectual and scientific progress, and of representing the combined helpful forces, ethical, mental, and sanitary, furthering the well-being of the entire community ; it is therefore

" *Resolved*, That in the opinion of the American Library Association it is both possible and advisable, in the interests of the library, the profession, and the community, that public libraries should have medical departments, and that physicians and medical societies be cordially invited to co-operate with the librarians and trustees of public libraries in establishing and maintaining such medical departments."

It was *Voted*, That the resolution recommended by Dr. Gould be referred to the executive board with power to act.*

PHILADELPHIA INDEX TO HISTORICAL FICTION.

JOHN THOMSON. — We are preparing at the Philadelphia Free Library an index to historical fiction, which we hope to make a general and successful co-operative work. This work cannot be accomplished without co-operation. A circular has been prepared outlining the plan proposed and asking the help of librarians and library assistants in reading the books to be indexed. There are about 3000 books to be read. Books and blanks will be sent to volunteer readers, and librarians and assistants are earnestly asked to bring this matter before others likely to aid in the work, or to send a post-card to the Free Library of Philadelphia expressing their willingness to take part in the work.†

Mrs. H. A. DAVIDSON spoke on

SPECIAL NEEDS OF STUDY CLUBS,‡

reviewing the development of disciplinary study among such clubs and stating that the library for the study club should include :

* For action of executive board, see L. J., July, 1898, p. 293.

† For account of this index plan, see L. J., June, 1898, p. 241.

‡ Mrs. Davidson's paper will appear in full in one of the study club bulletins of the University of the State of New York.

1. A full set of books containing the materials for study, the complete works of the author, biographies, books giving reliable information on the subject and related topics, etc.

2. A few books giving a broad and general or theoretical view of the subject, one part of which has been chosen for study.

3. A few of the best books of a critical or philosophical character bearing upon the subject.

4. A sufficient number of duplicates of the books most constantly in requisition.

5. Several small groups of books selected with reference to the study of special topics.

Adjournment was taken at 4.30.

EIGHTH SESSION.

(THE WALDMERE, FRIDAY EVENING, JULY 8.)

This session was opened at 9 p.m. with an exhibition of lantern-slides of library buildings prepared by W. E. Foster, but in his absence conducted by S. H. Berry. The views shown included the ground plans, interiors, and exteriors of well-known American library buildings and a few European views. The exhibition lasted for an hour ; at its close the lights were turned on and the tellers announced the

ELECTION OF OFFICERS.

The result of the balloting was reported as follows :

President : William C. Lane, 121 ; scattering, 81.

Vice-presidents : Clement W. Andrews, 140 ; Katharine L. Sharp, 125 ; John Thomson, 73 (five others received votes varying from 38 to 64).

Secretary : Henry J. Carr, 177.

Treasurer : Gardner M. Jones, 154.

Recorder : Helen E. Haines, 168.

Trustee of Endowment Fund : C. C. Soule, 147.

A. L. A. Council : J. N. Larned, 135 ; Hannah P. James, 135 ; W. H. Brett, 119 ; F. M. Crunden, 118.

Adjournment was taken at 10.20.

This closed the last general session of the conference.

The following day, Saturday, July 9, was

spent at Niagara, and in the evening, at dinner in the International Hotel, President Putnam called the meeting to order for a few final announcements.

INVITATION TO NIAGARA FOR 1900.

Invitations were read from the mayor and municipality of Niagara Falls, and from the trustees of the Niagara Falls Public Library, extending a cordial invitation to the A. L. A. to meet at Niagara in 1900.

CONSTITUTIONAL REVISION COMMITTEE.

The president also announced a change in the constitutional revision committee, stating that Mr. Dana, who had moved the appointment of the committee, had been omitted from it at his own request, but that it was hoped he might be induced to serve, and as Mr. Brett had requested to be relieved of such service the name of J. C. Dana had been substituted for that of W. H. Brett.

The conference was then declared adjourned.

THE LARGE LIBRARIES SECTION.

SECTION meetings devoted to the consideration of problems met in the administration of LARGE LIBRARIES were held on Tuesday and Thursday, July 5 and 7, in the Kent House.

FIRST SESSION.

(KENT HOUSE, TUESDAY EVENING, JULY 5.)

The meeting was called to order by W. H. BRETT, chairman, at 7.30 p.m., Dr. B. C. STEINER acting as secretary.

MARTIN HENSEL read a paper on

LOCATING BRANCH LIBRARIES IN SCHOOL BUILDINGS.*

The first attempt to put branch libraries in some of the school buildings by the public school library of Columbus, Ohio, encountered a number of objections. The library committee was cautious and conservative, and took time for deliberation, but finally consented to let me try the plan in one building as an experiment.

The building selected was about $2\frac{1}{4}$ miles distant from the library, in one of the poorer districts. The principal and teachers were entirely willing to co-operate, and most of the details were left to them. About the only advice given was this: Do not draw the lines too tight at first; give the children liberty to select such books as they wish—unless these are actually injurious—and lead them gradually to the use of better books by suggestion and otherwise. The issues were limited by the teachers to one book a week, that they might not interfere with the course of study, and were made to children only.

This branch proved so successful that the following year—which is the present one—three more branches were established in other buildings, and in the coming year I hope to get permission to establish several additional ones. As soon as the funds permit it these branches, instead of confining their work to children, should be made full branches, issuing to adults as well. This will bring the schools and parents into closer touch and will prove beneficial in many ways. At present there are virtually three public circulating libraries in Columbus, the extremes within two blocks of each other, two of which issue books to children (one to those over 12 years, the other without limit). Their location is about the centre of the city, which is nearly seven miles long from north to south and the same distance from east to west. There is therefore no question about the necessity of branch libraries or delivery stations in different parts of the city.

F. M. CRUNDEN. — It is a desirable thing for the mice to get rid of the cat by belling the cat, but you must first catch the cat. In this case the cat is the teacher. The main difficulty that we have to get over is the unwillingness of the teacher fully to co-operate in this work. There can be no question about it that the most economical way of distributing books from a free library would be through the schools, if we could only induce the teachers to meet us halfway and take charge of these books. It would involve no expense on the part of the library, or at least an insignificant one. It would place the books where they are most needed, and it would give that individual guidance to each reader which it is very difficult for the li-

* Abstract.

barians to give. There can be no question, then, that this is the most desirable thing to do, and I think it is well that we should bend our energies toward convincing the teachers that it is a desirable thing to do from their own point of view; that is, that it will give them the greatest help that they can possibly have in their school work. This is particularly the case in the lower grades, where the main purpose of the teacher is simply to teach the child to read. When the child has learned the rudiments of reading if you give him interesting books he will practise himself. The way for a child to learn to read is to read, and if you will teach him the rudiments and give him books he will do the rest himself.

Miss ELIZA G. BROWNING. — There is not a teacher in Indianapolis who is not willing to do the work if we provide them with the books. We put 5000 books into outlying schools last year and in addition to that sent also travelling libraries. There was not a school of the 54 public schools that was not anxious to get the books. They came and asked for them till we were actually unable to supply them.

H. M. LEIPZIGER. — In all large cities, especially in the last five years, a great many changes have been made in the courses of study. These changes have made the teachers' life a great burden and have taxed teachers' powers to the utmost. The consequence is that every addition, no matter how meritorious, is viewed by the overburdened teacher with some anxiety. In the city of New York we have a fund now amounting to about \$40,000 annually which is devoted to the purchase of books to be used in the schools only and not to be used for circulation outside of the pupils and teachers in those schools. In the administration of that fund the matter now considered is the appointing of one person in each school who shall have more acquaintance with literature adapted to various grades of school life than any other of the teachers and who shall have custody of those books and of the system of selection for the children. No matter how good a school principal may be, it is my judgment that a selection of books adapted to the child's mind is in itself a fine art, and when that is recognized we shall have that true co-operation between the library and the school which all of us so earnestly desire.

W. E. FOSTER. — My experience has been

precisely that of Dr. Leipziger. The teachers with whom I have come in contact are more than interested in co-operating with us. The number of new teachers coming into the teaching force each year necessitates constant effort on my own part in going about to the schools and opening acquaintance with the teaching force of the respective schools, a thing that I am glad to do.

H. L. ELMENDORF. — In Buffalo we have had the system which Dr. Leipziger has spoken of, in expending state money for school libraries. This money, I am sorry to say, has not been judiciously expended in years past. There have been selections made in different schools for the past 40 years that are hardly approved books. When the library in Buffalo was made public I offered to take the books of the schools and expend their money for them, add to it very largely, and instead of school libraries give them class-work libraries in all the schools of the city. It was thought injudicious to start on this plan the first year. I have taken to schools of the city, selecting those in which the principal was interested in the movement, and asked that their libraries should be returned to the public library and there be sifted. In some of the schools I found very good books; in others the percentage useful for children's use was about two out of 50. We are establishing a system which if it proves successful and is extended to all the schools of the city, as I hope may be the case, will place model libraries in every school.

A. W. WHELPLEY. — The board of education of Cincinnati makes no provision whatever for books in the school and always relies on the public library. Two years ago the library was requested to place in each school that had an intermediate course a certain number of books, the selection of which was left to the superintendent of schools and the librarian, and the superintendent of schools kindly left it entirely to the librarian. I made a list of books covering double the amount of money that I was requested to spend, and sent that list to each of these schools, I think about 24 of them. They made a very good selection of books, were heartily in sympathy with the movement, and have assured me that the books were a blessing to the schools. Last year several teachers said they could co-operate further, and asked to have certain lines of books selected for their pupils

to use in connection with their studies. By that means they proposed to do away with the indiscriminate reading of boys' books. All those teachers were of the lower grades, and I gave them the privilege of making a list of books which I purchased. After two or three weeks they asked if I would send the books up from the library and let them do the charging. I consented to do so, and the results have been wonderfully good. So successful was the movement in these three schools that I presume next season a similar request will be made from 20 schools. Since the close of the schools many parents have come to the library stating that the teachers made such good selections and they saw such improvement in the manner in which their children read that they wanted me to let the boys come to my office and have me select the books for them. That is the most satisfactory thing that I have had in all my years of library management, and I think that the movement, with the co-operation of my trustees, will grow to be a very large one. Mr. Chairman, I wish to add that this is the first year that I have been able to bring a trustee with me, and I would like to introduce to you Mr. Porter, the president of the board of trustees of the Cincinnati Public Library.

W. T. PORTER. — We are endeavoring to assist Mr. Whelpley as far as possible, and are perfectly willing to aid him as far as our means will go. Very fortunately, during the last year we have been given complete control of the library in Cincinnati, which has heretofore been under the control of the board of education.

F. M. CRUNDEN. — My remarks were not prompted by entirely hopeless experiments. We are going along in a very hopeful way in St. Louis. We sent out this year to 40 schools about 4800 books, all of them intended for the lowest grades. We thought we would begin with the children even before they could read, and we sent out illustrated "Mother Goose" stories for the children to look at the pictures and listen to the reading of the rhymes, and there have been very good returns from this.

What I wanted to bring out was the fact that the chief difficulty in this work has been lack of hearty co-operation on the part of the teachers. But that difficulty is not insuperable, as the teachers are beginning to realize that this work is not adding to their burdens but lightening them. I hope to publish in one of the li-

brary periodicals before long an article on the result of this experiment, with the returns that have come from 40 principals who have been asked certain questions and from whose answers I have had a pretty good indication of the progressiveness of the teacher.

Miss FRANCES A. BISHOP. — We have placed four stations in the schools of the outlying districts in Kansas City, and there is much jealousy among the principals of the other schools because we cannot have a station in every school in the city.

SHALL THE LIBRARY OWN OR RENT ITS BRANCH LIBRARY BUILDINGS?

H. L. ELMENDORF. — This question seems a matter of expediency, and it is likely that the individual circumstances of the city and the library will decide it. Unless there are special circumstances, I should say that it were better for the city to own its own branches. One reason for my belief is that the rent of buildings comes out of the library fund, tending to reduce the library income year by year, and few of us have incomes which will stand paying rent. If the buildings are the property of the city of course they are rent free and tax free. Any one who puts up a building for a branch library must have interest on his money and the taxes. Interest must be paid, in a certain view of the case, whether the city owns the buildings or whether they are rented. But if bonds are issued, for instance, for the library, the interest on those bonds comes out of the general fund and the library appropriation remains intact for the ordinary expenses of the branch and of the library.

Another reason why the city should own its branch library buildings is that branches should be in poor portions of the city, not in the best resident portions, even though these may be distant from the main library building. Residents of such a part of the town are well able to pay their car fare to the main library, and often prefer to visit it rather than a branch. The branches should be located where the people not only most desire them but most need them, from the circumstance of not being able to go to the main library, and this is always in the poorer portion of the town. It is a mistake for a library to put up a branch in the beautiful residence district of the town, even though that district may be a considerable distance from

the main library. Those people will come to the main library. The place where the branch is needed is where property is low and the city can afford to buy, and where no one, unless they have a long lease and a high price, is willing to put up a building suitable for a branch library. In such a portion of the town temporary buildings may be put up, because it is not necessary in a branch to have a fireproof building. The books that we would put in branches are books that could be easily replaced, books of great value being kept in the main library.

B. C. STEINER. — Libraries in different parts of the country may hope in the future to receive gifts of branch libraries from wealthy citizens. This would be a form of beneficence which should be sufficiently attractive and should be within the means of men not necessarily millionaires. If a citizen were willing to put up a branch it might be known in his name and placed in some section of the city where the city appropriation would be insufficient to put up one. When a building is erected there is constant expense for light, heat, and repairs, so that the library fund is not by any means entirely relieved of the expenses which come from rent.

J. K. HOSMER. — We have in Minneapolis a branch which is owned by the library board. It is partly the gift of a citizen, partly built by the funds of the library board, and partly built by contributions from the district in which the branch stands. It is a beautiful building, a model in its way, and immensely more satisfactory to us and to the city than the buildings which we hire for our branches. The hired buildings have to be adapted as best they can to the purpose they are to serve. They are inconvenient, and in the end I think there is economy in building.

JOHN THOMSON. — There is one point of very great importance that has not been referred to in the remarks of the previous speakers. A great deal of care is needed in considering whether you should try to acquire your branch building or rent it. In our experience we had two branches in two very poor parts of the city, neither of which has proved successful and from both of which localities we are proposing at a very early date to transfer our branches. If we had gone to the preliminary expense of building those libraries it would have been impossible to have moved them, or

would have rendered our chances of doing so very difficult. Moreover, the gift of a branch even by munificent donors is not always in the most suitable locality. We are fortunate enough to have had presented to us a magnificent branch, not quite in the locality which we would select. We wanted to open a branch in the thickly settled part of the city, close by the shipbuilding yards. The experiment of sending a travelling library there was first tried, and it succeeded beyond our expectations. We then approached some of the wealthy people interested in shipyards and other interests, and they have given us handsome donations toward opening a branch in lieu of a travelling library in that locality. Our trustees said: "Opening branches are expensive operations, involving expense. Go slow; open a temporary branch, test it thoroughly, give it an experimental life of six or eight or 12 months; then it will be time enough to make up your minds to establish permanently a branch in that place." Under such circumstances I think that large libraries would be benefited by using rented buildings for a considerable period and then getting permanent branches.

A. E. BOSTWICK. — Mr. Thomson's experience has been ours precisely, and where we have followed out the principles he has laid down we have been very glad, and where we have not we have been very sorry. One of our branches, given to us by a wealthy citizen, proved to be in an undesirable location. In another case we operated a branch where the experiment has been successful, and we are now erecting a building there. The plan to be followed is to rent your buildings till you are absolutely certain that there is the place for the library. Mr. Elmendorf has spoken with regard to the city library, but there are other libraries than city libraries. In New York there are, properly speaking, no city libraries. We cannot ask the city to erect us a building. We have to build out of our own funds, or we must rent and pay the money out of our appropriation. When we build it is therefore a matter of serious consideration whether we can afford to spend the money or not.

MISS ELIZA G. BROWNING. — In Indianapolis we started four branches at a time. One of those libraries was located in a wealthy section of the city, and it was such a miserable failure that we moved it into a poorer part, and I now

think we shall have to put an extra attendant in that building next year.

J. W. SMITH. — In Syracuse the library is trying the branch experiment and has established a delivery station to begin with. We pay for service but do not pay rent. During the three months' trial it has received its use has been very promising, and judging from the circulation, which amounts to 200 or more volumes a month, I think by the end of the year it will have issued between 3000 and 4000 volumes.

We have under consideration the advisability of delivering books to the workshops, thus reaching the workmen with industrial and other books. If such a plan is being tried or has been tried anywhere we shall be very glad to receive advice.

JOHN THOMSON. — In answer to Mr. Smith's question, I may say that in Philadelphia the foreman of one of the large steel works came to me with the authority of the firm to ask if we would send books to the factory, because the men got there very early in the morning and left at 5 or 6 at night and did not feel disposed to come out again in the evening to fetch a book. We therefore sent them 100 volumes at a time, and these are in charge of the foreman, who is responsible for them.

C. A. CUTTER. — May I ask Mr. Thomson what kind of books he sends to this manufacturing establishment?

JOHN THOMSON. — We sent a certain number of technical books that were asked for, but the bulk were such books as Dickens, Thackeray, a few historical books, biographies, and so on. We made a very general selection, which was first submitted to the foreman and approved by him, and we change the collection every three months.

Adjournment was taken at 8.15 p.m.

SECOND SESSION.

(KENT HOUSE, THURSDAY MORNING, JULY 7.)

In the absence of Chairman W. H. BRETT Secretary B. C. STEINER called the meeting to order at 9.45 a.m. and JOHN THOMSON was elected chairman.

INTERCHANGEABILITY OF BOOKS BETWEEN CENTRES AND BRANCHES AND THE ISSUANCE OF BORROWERS' CARDS.

JOHN THOMSON. — The point to be made here is, first to establish the premise that branches

should practically and must necessarily be almost independent libraries, each having its own set of books, its own reference department, and not simply borrowing books hither and thither, but also possessing books not to be removed. If that premise is admitted, as distinguishing the branch library from the depository, I think, then, that the best means of interchangeability of books is that the branches should be able to satisfy demands made upon them by readers by applying to the main library, which would of course necessarily have a very much larger supply of books than any branch. It would therefore seem that as soon as an application is made to a branch library for any book not in the branch the custodian should write to the main library stating the fact and thereupon be supplied either by messenger or by daily delivery, or some method which would be found to work most conveniently for the locality in which the branch is situated. This, of course, involves trouble. Each branch would be best equipped if it were supplied with a copy of the card catalog of the main library, so that the branch librarian would know what books it would be possible to obtain by writing for them, and in what cases he could inform the applicant that the book was not in the library at all.

The next point is that the branch librarian and not the reader should be the borrower of the books. That is to say, a reader comes to the branch and the book wanted is not there. The custodian writes to the main library and says certain volumes are wanted for a certain time at the branch library. It would be better that the branch librarian should be the debtor for those books to the main library and that they should not be borrowed in the names of individual readers. In the first place, special readers' cards would not be needed, and in the next place the branch librarian would know more about the reader than could possibly be known at headquarters. If this were done it would be unnecessary to issue special readers' cards, because the librarian would charge the book upon that branch reader's card, and it would be immaterial to the borrower whether the book came from the main library or from the branch.

B. C. STEINER. — Our system is in general what Mr. Thomson indicated, but in a very rudimentary form. We not only have no daily delivery, but when a book is wanted at a branch a borrower would either have to come to the

central library or would have to wait till the custodian came to the central library, which happens twice a week, and have the book brought down.

J. K. HOSMER. — At present our branches have collections of 4000 or 5000 each and we have a daily delivery. There are many inconveniences and complications connected with it. If each branch could have a collection amounting to something like 10,000 volumes, and were to a large extent independent of the central library, it seems to me it would be better.

W. R. WATSON. — We have not yet had much experience, having recently started our first branch, but it does not seem to me that it would be practicable to place 10,000 or 15,000 volumes in a branch. We should have to duplicate, at a very large expense, and in addition to the original expense of the books we would have the additional expense of caring for them, for the shelving, and for the catalog. At present we have a daily delivery for whatever is demanded from the main library, but as yet there has been very little demand. We depend for reference work altogether on our main library, placing in branches merely ordinary reference-books, such as cyclopædias, dictionaries, etc. Any one who wishes to study is ordinarily willing to take the pains to go to some distance, and inasmuch as you cannot put a full reference collection in a branch even of 10,000 or 15,000 volumes, it would seem to me better to put in that branch only live timber, and as soon as it is worn out or ceases to be useful to take it out and put it upon the main shelves rather than keep the branch shelves loaded with it. There would, I think, be no difficulty in establishing a daily delivery with 10 or 15 branches in any city, and the expense of doing that would be more than offset by the additional expense of duplicating copies and keeping a large collection in each branch.

Miss M. L. STILLMAN. — We have two small branches of 700 or 800 books, but we send travelling libraries or boxes of books containing anywhere from 50 to 100 or 200 books. These are left as long as they are needed, and the record is kept in the same way as the record kept by the teachers. We have stations as well as branches, and the expense is no greater to supply branches than to supply stations.

A. E. BOSTWICK read a paper on

HOW CAN CENTRAL AND BRANCH WORK BEST BE CO-ORDINATED?

(See p. 98.)

H. L. ELMENDORF. — I want to express my appreciation of Mr. Bostwick's paper. The situation in Buffalo in regard to branches is rather unique. A short time ago a system of water-works was abandoned there, and there was much discussion for some years over what should be done. I suggested that it would be a good plan to give the proceeds to the public library for a branch. The proposition seemed to settle all the difficulties, and it was provided in the bill abandoning the water-works that the entire proceeds should go to the public library for a branch in the section in which the water-works were located. This will give us \$60,000 at least, and the plan is to build and open a branch. Half the money is to be devoted to the building itself. The plan is to administer this branch from the central library. The idea of central administration in work, particularly such as cataloging and preparing lists, seems to me a good one, from the economy of having it done at the central library.

A paper by JAMES BAIN was presented on

BOOKS IN BRANCH LIBRARIES.

(See p. 100.)

Miss GRATIA COUNTRYMAN read a paper on

HOW FAR SHOULD THE SELECTION OF BOOKS FOR BRANCHES BE UNIFORM?

(See p. 101.)

MARTIN HENSEL. — So long as conditions are varied uniformity is almost impossible, if not impracticable. Nor do these conditions remain as they are, but they change among themselves and in relation to each other. For instance, the Scandinavian district may be Scandinavian to-day; in a few years it will be American. The Scandinavian people take up very naturally the English language, and the third generation is uniformly American. Thus while you have a district of a certain character at one time, in a few years it will change, and hence the necessity for change in the branches. For instance, in Columbus some years ago we had quite a number of Germans; to-day the German language has died out. So that any attempt to establish uniformity will be futile in the end, because we simply cannot manage the conditions.

A. E. BOSTWICK. — Just one word in relation to the voice that custodians of branches should have in selecting books for those branches. I agree heartily with Miss Countryman in saying that it is impossible for any one in charge of a system of libraries to gauge accurately by himself the needs of all, and I believe that the custodian in charge of the branch should have the largest liberty in making suggestions regarding books to be bought; not only the kind of books to be bought, but also the number of copies, because she knows better than any one else, being in direct touch with the people in the branch, what books are most needed.

In our own library we have a weekly meeting of the heads of the branches with the chief librarian. Every month the purchase of books is discussed. We buy books for all the branches once a month. Every librarian in charge makes out on order slips a list of the books wanted. Those slips are read and discussed at the meeting, and the order is practically made up from the suggestions made by the librarians in charge of the different branches. We find that this plan works most excellently.

H. L. ELMENDORF. — Is a separate shelf list kept for these different branches when the work is done at the central library, and if so, how is it treated?

A. E. BOSTWICK. — There is great diversity of usage. In our own library we have always had a separate shelf list for each branch. We now have in addition to that a union shelf list. We have no union accession-book.

MISS COUNTRYMAN. — We have the same accession-book for the central and for the branches, but we have for each branch a separate shelf list, and in that shelf list is recorded the accession number.

H. L. ELMENDORF. — One reason for my interest is that our children's room and our open-shelf department are treated in exactly the same way in which I should treat a branch. We keep separate shelf lists for each of these departments, using the same accession-book and keeping the union shelf list as well. While it increases the work the convenience is much greater.

MISS LINDA A. EASTMAN. — We have a complete shelf list at each branch, and also in each department in our main library. Then we have in our catalog department a complete shelf list

of the main library, and whenever there is a duplicate in a branch of a book in the main library the main card is followed by a special colored card, which is printed with columns for each branch, so that one card contains the shelf-list numbers and accession numbers of the books in each branch. We have, then, on the two cards, one following the other, the books in the main library and the branches.

B. C. STEINER. — The partial selection of books by the branch custodians seems to me a very useful hint. In my library I found it absolutely impossible always to know just what was wanted in a given locality. There should always be absolute power of rejection in the hands of the librarian. I do not hesitate to reject any book recommended by the custodian which does not seem to me desirable. Every Monday morning the custodians meet me and I talk with each one of them from five to 20 minutes of various matters that need attention, and at that time they always recommend to me new books which they desire to have purchased.

Another thing to which I wish to say amen is Miss Countryman's suggestion that the classification should be the same in every building of the library. It is not so in my library. When the library was started it was thought that in the branches, as the number of books would be smaller, a less elaborate classification would be more convenient. When I came to the library I found there were about 50,000 books in branches, and I never felt justified in changing the system. There is one shelf number which means two books—in the central library it means one book, and in all the branches it means another, and people very frequently get mixed.

The difficulty of transfer is the result of variety of classification. I had that forcibly impressed on me two years ago. We built a new branch, and our superintendent of delivery went over our stock of books in the central library, and we found that out of 100,000 or more books we could spare 2500 very easily. So I told her to take those from the shelves and that we would transfer them to this new branch, and in so doing be able to open it with a considerable saving of expense. We had to change the book number of every one of those books, which would have been unnecessary if we had not had two classifications.

With reference to shelf lists for branches: We have a union shelf list at the central library. We have separate accession-books. When I first went to Minneapolis I had a controversy with Miss Countryman which resulted in the agreement that both ways were equally good.

I want to add what I have not heard spoken of this morning, and that is the advisability of a separate shelf list for each branch, kept at the branch—a priced shelf list which has not only the title and book number but also the price of the book, taken from the accession catalog. The reason for that is that books are lost frequently, and a person comes to the branch and says he has lost a book and wishes to pay for it. If the man has the money and wants to pay for the book, and the librarian does not know what the cost is, he is a little indignant if he has to come around again the next week. Such a shelf list can be kept up very easily when it is once made, by copying into it from the invoice which we send with each shipment of books.

With reference to our card catalog of the branch books, we have exactly the same system as Cleveland, only we have the cards in two alphabets. We have found it a little more convenient to have our branch cards in one alphabet and our central library cards in one alphabet, but the system of having a union card catalog is an infinite saving of time and patience.

TELEPHONES IN BRANCHES.

Miss M. L. STILLMAN. — I would ask whether Dr. Steiner has telephone connections with his branches.

B. C. STEINER. — I would not have telephone connections with branches for anything. It is rarely that there is any difficulty that the custodians cannot solve themselves or put off till they can write to me overnight. I believe in letting the custodians have sole charge of the branch, and not by having a telephone come to depend on the main library.

Miss STILLMAN. — In such matters as the loss of a book which must be paid for, instead of having a priced shelf list at the branch we use the telephone and get the price from the main library.

A. E. BOSTWICK. — When I first took charge of the New York Free Circulating Library no

telephones had been installed. I strongly advocated putting them in. Finally I succeeded in obtaining them, and now I think if those telephones should be taken out there would be a general riot. We find them indispensable, and we have not found the trouble Dr. Steiner fears. I do not think that any custodian has sacrificed her independence in any way. I do not think anybody ever refers questions to me by telephone that were not referred to me before, but it is simply an indispensable method of communicating between the librarian's office and the different branches, and between the branches themselves. We send out orders through the telephone, and whenever comparison of any kind is necessary we can do it by telephone instead of by messenger. The telephones more than pay for their installation. In New York the telephone company allows us charitable rates, which are half-price.

W. R. WATSON. — Our experience at Pittsburgh tallies with Mr. Bostwick's. We do not find that the attendant at the branch refers any unnecessary questions to us over the telephone, and we save immensely in time and labor.

B. C. STEINER. — I do not find that it is more than two or three times a year that we have anything to telephone about. We do not have a daily delivery at the branches; if we did, circumstances would be different. I think the custodians are much more independent than they would be if they could telephone to the central office.

JOHN THOMSON. — I would not have a single branch without telephone connections if I could help it. We find them of the greatest practical benefit.

SHOULD ALL CATALOGING, BINDING, REPAIRING, ETC., BE DONE AT THE CENTRAL LIBRARY?

W. R. WATSON. — There can hardly be much question as to the advisability of doing the cataloging, in which I include ordering, shelf-listing, accessioning, etc., at the main library. In the first place, the head cataloger will be at the main library, and all questions of cataloging should be referred to her. Then, too, all the books of reference which are necessary in cataloging will be found at the main library. It will be impossible, except at great expense, to duplicate these in the branches. If the cataloging is done by typewriter or other mechanical means, it would mean duplicating this at the

branch also. There are a great many times when the cataloging of a book which has already been done at the main library can be repeated there at much less expenditure of time and labor.

In ordering, I believe, with Mr. Bostwick, that the selection of books should be left as largely as possible to the person in charge of the branch. They are directly in touch with the people, they know what they want, and they know how much they want. But it sometimes happens that they do not know the nature of the book for which they ask. All the methods for finding this information should be at the main library. Whatever reviews are needed, whatever bibliographic information is needed, will be found much more readily there. I believe, therefore, that the list should be sent to the main library for the final decision of the librarian as to what shall be ordered and that the order should be sent out from the main library, but marked as a branch order. In this way the bills can more readily be kept separate and the classification more readily made.

Having received the books at the main library, it is easy to do the accessioning there. We use a separate accession-book for our branches, and in this way it is possible, if necessary, to rush a book through. We can accession one or two books of a lot and send them to the branch without loss of time. It is possible that the person at the head of the branch library may be able to do the cataloging, but the qualifications which make a successful branch librarian may not include the qualifications which make a successful cataloger. Consistency is the great thing in a dictionary catalog, and if you have too many people working on it it is hard to secure this.

I believe it is a good thing, as far as possible, to have the opinion of two or three competent people as to the form of heading that should be used for a book; but this can be better done at the main library than anywhere else and will give the entire catalog a unified quality. The expense of cataloging would be much greater at the branch, as it would probably mean another assistant and an additional room. For libraries that print their cards, branch cataloging is out of the question. Our method is to do the cataloging at the main library, then put the shelf-list card in the book, and send the book over in this way. I think, however, that

if there is time at the branch it is perhaps advisable to let the pasting and lettering and mechanical detail work be done there. We make two shelf-list cards for each book intended for the branch, one for use at the branch, the other for the main library, where it is filed in the regular shelf list. By using a different-colored card it is easily distinguished from the main cards. We do not attempt to place a full card catalog in the branch—it takes too much room and is too expensive. We shall depend largely for the information that it would give on the class lists which we hope to print later.

The repairing should be done at the branch as far as possible. A little deftness will go a long way in preserving the books. When a book becomes very much dilapidated, however, it is more economical to rebind it. In binding separate lots of books from the branches it saves cartage to send them direct from the branch to the binder, but the record should be sent to the main library, and all business in regard to bills, styles of binding, etc., should be transacted with the main library direct.

B. C. STEINER.—As to repairing, we have three clerks who are entirely engaged in repairing books. Our library has been in existence now for 14 years, and the number of our books needing repairing is quite large. We repair somewhere in the neighborhood of 25,000 books a year. At two of the branches the force is sufficiently large to do the repairing. At the others it is not sufficient; so one clerk goes one day to one branch and another to another, as there is need for her. In that way one skilled in the binder's art is able to go to the branches and do the more difficult part of the work. We have our branch people taught by the repair-shop clerks the various methods used, so that they can do in spare moments much of the work which is needed.

It is infinitely more convenient to have all the finances at the central building. The books should be received at the central office and the bills checked off there. If the books are received there it is a great deal easier to catalog them there.

MISS COUNTRYMAN.—While it is very convenient to have all the cataloging done at the central, at the same time we compel the branch assistant to make a separate shelf list and a separate card catalog at the branch for her own use, and we do this not only for the convenience

but for the training. We have a theory that every assistant should have more or less training in every department. If an emergency arises one assistant is not tied down to her particular department, but can go into any other. The branch assistants ought not to be tied down wholly to branch work, but for their sakes and for the sake of the library they ought to know something about cataloging. So they make these catalogs, which are now and then revised by the head cataloger.

MISS THERESA HITCHLER. — Another advantage in this is that the branch librarian becomes more familiar with books. If the books are sent to her already cataloged she is apt to pass them into the hands of her assistant and to know very little about them.

WHEN SHOULD BRANCHES BE PREFERRED TO DELIVERY STATIONS?

J. K. HOSMER. — Every city naturally and inevitably divides itself into a centre, into subsidiary centres, and into sub-subsidiary centres. Of course, at the centre should be the great library. At the subsidiary centres, north side, east side, south side, and west side, would naturally come the branches; and at the sub-subsidiary centres—that is, the little points where for some reason there is an accumulation of literary interest or where charitable considerations seem to require it—there would naturally come the station. I do not see that much more can be said about the matter. It seems to me that inevitably the branch falls into the subsidiary centre and the stations fall into their subordinate places.

With us the distinction between the branch and the station seems very obscure. We started out in this way: A branch was the subordinate place in which there was a library of 3000 or 4000 volumes and a reading-room, and a station was simply a place where books were distributed. It has, however, come to be the case with us that we have what Mr. Wellman calls in his paper* the "deposit system," and I have come to feel that it is impossible to run a system of stations without the deposit plan. That is, to every station we send a certain number of books. The smallest collections number 30 or 40 and the largest collections number at present from 700 to 1000. It

seems indispensable that we should have these collections at each station. They serve various good uses. Perhaps the most important good use is this: it is inevitably the case that borrowers who send in their lists are frequently disappointed, and it mitigates their wrath if the station agent can say, "We are not able to supply your book to-day, but here is a collection of books from which perhaps you can make a selection till you can get your book." This is only one of the uses which the collection may serve, but if it were the only one it would be enough. These deposit volumes go from the central library to the stations as loans, but the books when they get to the stations are very slow in coming back. We have books now at one of our stations which have been there for a year or two. So the station agent is beginning to have a library. It is very hard to see where the station ends and the branch begins.

The matter of compensation for station agents is one which has given us some thought. We pay according to the Chicago plan that Mr. Wellman gives in his report. We pay nothing till the circulation reaches 500 a month, then we pay \$10; then nothing more till the circulation reaches 1000 a month, and then \$10 more; then \$1 per 100 for every 1000, with a maximum of \$35. Mr. Crunden at St. Louis pays nothing to his station agents, and there is a strong competition for each one of his stations. The station agents feel that they are amply compensated for the trouble by the addition of custom that they receive in their stores. It seems as if there were a wide gap in these systems.

We find another difficulty. There is no check upon the station agents. It is, of course, to the interest of the agent to circulate a great many books, as he is paid in proportion to the number of books that he circulates. I have never had any reason to suppose that any of my agents was not honest, but it might be easy for a dishonest man by improper ways to increase the circulation or to appear to increase it, and so increase his compensation, and I have not been able to devise any satisfactory check. It does not seem to be good business management to let things go so. If any one who has had the same experience has devised a check I would like very much to know what of it.

MISS STILLMAN. — I would like to know where the charging is done.

J. K. HOSMER. — The charging is done at the

* (See p. 8.)

stations. We feel that our station agents have been faithful and competent in the matter of charging. I visit the stations, from time to time and the station men come to the library. In establishing a station a library assistant goes to the station and spends several days there, instructing the people exactly how to manage it. They keep in touch with us and we keep in touch with them, and we feel that we can safely trust the charging to the proprietors at the stores. We use the same charging system as in the main library.

MISS STILLMAN. — Is the station agent responsible for the collection of books that you send to him?

J. K. HOSMER. — Yes; a careful list is kept of the books that are sent and it is expected that those books will be returned. If a book is lost he must help us to get it back.

MISS JOSEPHINE A. RATHBONE. — In case the book is not found is a collector sent out from the station? Does the station agent take charge of that work?

J. K. HOSMER. — If the book is not found the matter is finally put in the hands of the city attorney.

FRANK P. HILL. — Dr. Hosmer has asked if any one has had experience in having the circulation of these stations increase without proper use of the cards. We have had that experience at Newark and have been trying to overcome the difficulty, but without success. For instance, I know one station where the cards and books have been returned day after day without going to the homes of the people. I can find no way by which you can keep the record straight. If the station-keeper wishes to be dishonest he has every opportunity to be so, and the only way out of it, it seems to me, is to change the location of the station.

There are one or two questions I would like to ask Dr. Hosmer: first, whether the books sent to the delivery station are duplicates of those in the library.

J. K. HOSMER. — Yes; in every case the books that are sent to the stations are duplicates of those at the central library. They are almost entirely books of a popular character, to a large extent novels. The purpose of the books is to tide over the disappointed borrower by giving him something to interest him till he can get the book that he wants, and what

would best serve the purpose would be a light book.

MISS COUNTRYMAN. — While his order is being sent to the central library he usually takes a book out at the station. If he gets what suits him he does not send his card up. He can take a book out in any place and bring it back at any other place. Every station has a certain book slip of its own of a certain color, so that the moment the book comes back to us we know just where it came from. Not only that, but his borrower's card is stamped with a date stamp with a certain letter which indicates the station from which he took it. The book is immediately sent back to that station.

A. E. BOSTWICK. — I am surprised to find that what I thought to be the accepted nomenclature is not generally accepted. It seems to me that this discussion has shown that it would be a useful thing if the association could recognize in some way the following terms for the different kinds of stations: a *branch library* is a library having a permanent or-practically permanent stock of books; a *distributing station* is a place where books are deposited according to what has been called a "deposit system," and therefrom distributed; a *delivery station* is a station where orders are given for books that are stored in some central place. Dr. Hosmer starts out with having delivery stations and ends with having also distributing stations. His stations would not be branch libraries. We try to use our branch libraries both as distributing and delivery stations. If any branch library wants it we will deposit there a number of books not intended to be permanently kept there, but simply to be distributed. It seems to me if this system or some other system of nomenclature could be recognized by the association it would be a very good thing.

FRANK P. HILL. — An interesting question has been asked as to just how much responsibility can be placed on or is assumed by the station-keeper. With us we cannot get any station-keeper to be responsible for the value of the book. I would like to know whether others are able to make them responsible for the money value.

J. K. HOSMER. — The question has never come up in any formal way, but there has always been the understanding that the books that we sent were under the care of the agent and that he was responsible for them. If a

book has been lost, in our experience its loss has been paid for by the borrower who lost it. We have been able to trace all losses.

T. L. MONTGOMERY. — As regards the responsibility of the station agent, why should he be any more responsible than a branch librarian? Does the branch librarian pay for every book that is lost?

JOHN THOMSON. — I don't know that it makes much difference whether you call it by any particular name, but we have over 90 blocks of books lent to different places. They are deposited there and they are issued from those points for home use. If readers want the books they must first find some person who will sign a written guarantee for the due return of the books or to pay for them. This plan has worked very well with us.

MISS SULA L. WAGNER. — We deposit no books at the stations. The books are charged at the main library, as they are in Milwaukee. The station agent is not responsible for the books. The borrower is responsible, and his card is sent with the list. If none of the books which he calls for are in, another selection is made. Of course, this is not always satisfactory to the borrower, but it is the best that we can do. We have had some difficulties about the misplacement of cards, but I think these have always been satisfactorily settled.

F. P. HILL. — I would like to know how it is that people are so anxious for those stations. Do the storekeepers think they get so much custom from the readers that it pays them for their trouble?

MISS WAGNER. — Sometimes we have in one vicinity half a dozen applicants for a station.

F. P. HILL. — What is the general nature of the stores that serve as stations?

SUNDAY-SCHOOL LIBRARIES.

MISS WAGNER. — They are almost entirely drugstores. We also issue books to Sunday-schools. I don't know whether that is ordinarily done or not.

S. H. BERRY. — I am trying to make a specialty of that particular point. In my own church I have succeeded in getting them to dispose of about 600 volumes and to buy just such volumes as a public library would buy, taking it for granted that the people in the Sunday-schools have a little sense and want something that is of some use.

A. E. BOSTWICK. — The New York Free Circulating Library furnishes books to a number of Sunday-schools, and in two cases churches situated near branches have closed up their Sunday-school libraries and use our branches instead.

MISS STILLMAN. — The Milwaukee Public Library sends books to six different Sunday-schools, and they are making excellent use of the books.

C. A. CUTTER. — I have heard that an arrangement has been concluded, but not yet put in practice, in Pittsfield by which the Sunday-schools have given up their libraries to the public library, with the liberty of rejection, and hereafter are going to appropriate the same sum as hitherto, but pay it over to the public library, which will purchase the books selected by the Sunday-school authorities in conjunction with the librarian.

ELIZABETH L. FOOTE. — One of the last things I expected was to have the Sunday-school library come up in a Large Libraries section. It has been one of my dreams that some time we might have a travelling library system for Sunday-schools. It is a good point that Sunday-school libraries might become stations or branch libraries of the large libraries, because there is a large class of people, especially women, who hardly get out of the house during the week, who do not go to the public libraries, but who do go to church and Sunday-school, and who depend on the Sunday-school library for their reading matter. I hope this movement will spread and that Sunday-school libraries will become branches.

STATISTICS AND ACCOUNTS.

W. R. WATSON. — Statistics are of course of no use whatever unless properly kept, and it is sometimes a good deal of a problem to devise a book or a sheet of convenient size on which all the necessary facts can be shown.

There are four sets of statistics which should be kept in connection with branch work: accessions, circulation, fines, and classification of accounts. We have had an accession stamp made which bears at the end a letter which represents each branch. In this way the books are easily separated in case they become mixed. The statistics of circulation, periodical readers, etc., we have combined in one book, giving the adult circulation, juvenile circulation, use of

the reference-rooms, etc., and the monthly total of these facts for each branch. A fine-book is kept at each of the branches, and in the book at the main library is put the monthly footings of each branch. All expense accounts should be classified and made accessible in some such convenient form as a ledger, so that the amount expended for any branch, or any department of

a branch, or of the main library, can be easily ascertained. All bills are classified and approved by the librarian before being sent to the treasurer for payment. We find that the only practicable method of keeping the accounts in a satisfactory way is to have a separate book for the branches and the main library.

Adjourned at 11.30 a.m.

COLLEGE AND REFERENCE SECTION.

THE College Section of the A. L. A. held two meetings on Thursday, July 7, which were devoted to a consideration of COLLEGE AND REFERENCE LIBRARY WORK.

FIRST SESSION.

(THE WALDMERE, THURSDAY MORNING, JULY 7.)

The meeting was called to order by the acting chairman, G. W. HARRIS, at 9.45 a.m. C. H. GOULD was appointed secretary *pro tem*.*

Mr. HARRIS explained that at the meeting of the A. L. A. in Philadelphia last year it had been decided to form a section to be called the College and Reference Library Section. This section should consist of all members of the A. L. A. interested in the work of college and reference libraries, and a committee of three had been appointed to prepare a program for the present meeting. This committee consisted of Dr. Richardson, Mr. Foster, and the speaker. The present program had been prepared by the two latter members, owing to Dr. Richardson's absence in Europe, and for the same reason Mr. Harris was obliged to act as chairman.

W. I. FLETCHER read Dr. E. C. RICHARDSON'S paper on

AMERICAN LIBRARIES AND THE STUDY OF ANCIENT MSS.

(See p. 102.)

In the discussion that followed Dr. FRIEDENWALD said that the Library of Congress was about making a collection of mss. and reproductions of mss. which would be of purely palæographical interest. Hitherto the manuscripts in the Congressional Library had been chiefly of later date and dealt mainly with the history of the United States. It was also in-

tended to collect all catalogs of collections of mss. that could be obtained.

Mr. FLETCHER thought that arrangements should be made looking toward the possibility of a loaning system between the Congressional Library and any other library that was anxious to do *bona fide* work in palæography.

In the absence of G. H. BAKER G. T. LITTLE read Mr. BAKER'S paper on

RELATION OF SEMINARY AND DEPARTMENT LIBRARIES TO THE GENERAL UNIVERSITY LIBRARY.

(See p. 103.)

An interesting discussion followed. It was opened by C. W. ANDREWS, who said that while he agreed with the opinion expressed in the paper that the system of large departmental libraries will — if continued as at present — ultimately break down of its own weight, yet it must not be forgotten that certain classes of students, namely, those engaged in laboratory work, had often a half-hour — while waiting for a solution to boil down, for instance — during which they were free to read and would read if their books were at hand. They could not, however, go to a general library to do this; there would not be time, nor would the students take the trouble. The speaker felt, however, that even in cases like the latter care should be taken to keep the collection within reasonable limit as to size. He thought that on the whole the greatest benefit would be derived from a strong central collection, with small special collections for certain departments.

W. C. LANE said: Besides the large collections belonging to the professional schools, there are two kinds of departmental or class-room libraries at Harvard. First, those relating to such

* This report of the first session is from the full and careful notes taken by Mr. Gould.

subjects as philosophy, history, the social sciences, etc., in which the tendency is to restrict the books to duplicates of certain volumes in the central library. In the scientific departments, on the other hand, the tendency is to gather into large departmental libraries all the material relating to the subject, allowing what remains in the central library simply to duplicate portions of the complete collection in the department. A third class of departmental library is neither complete in itself nor does it consist entirely of duplicates. The difficulty of administration in this latter is similar to that arising in the case of gifts of books under the condition that they shall all be kept together. As it is the general experience of librarians that it is not advisable to accept gifts with such conditions attached, so small departmental collections, partly duplicates of the central collection and in part not, introduce similar difficulties of administration. There are also other collections, such as those of the law and theological schools, which have become so large as to constitute separate libraries under separate management.

In reply to a question, Mr. LANE said that long sets of periodicals, being generally of use to more than one department, were kept chiefly in the main library.

M. D. BISBEE said that some 2000 volumes relating to history had recently been withdrawn from the central college library at Dartmouth and were now under the control of the professor of history. He asked what safeguards, if any, existed in other libraries under like conditions.

W. C. LANE answered that in Harvard students entitled to use a particular departmental library receive keys, the libraries being locked. An attendant from the general library visits all department libraries two or three times a week, to see that they are kept in order and are being duly cared for.

The speaker added that if a comprehensive departmental library was to be formed on any subject care should be taken to see that the books in it would be as well cared for, as safe, and as accessible as they would be in the main library. He dwelt upon the point of accessibility, the departmental libraries frequently being open less continuously (especially in vacation) than the main library, and being more difficult of access.

W. H. TILLINGHAST said that there was also to be considered the question of protection during the summer. This was a further difficulty at Harvard, where the books were sometimes taken back to the central library during the summer. The class-room or departmental library at Harvard grew up at a time when the service of the central library was inadequate. This encouraged the establishment of departmental libraries.

Various speakers now took part in the discussion. The question of responsibility for losses from departmental libraries was taken up, and it appeared that in some cases the professor was personally held responsible and in others the appropriation for the department, but in general not the central library.

The condition of departmental libraries in the University of Upsala, Sweden, was referred to by Mr. JOSEPHSON. There the departmental libraries were quite distinct and were under the charge of the prefect and the students of the seminar. They contained periodicals and sets of transactions, etc., as well as monographs. The key to the room was accessible to students, who might also withdraw books overnight.

The difficulty of controlling loans, which, indeed, were in principle out of place in a departmental library, but could not be wholly avoided; the temptations to overdo, with the growth of new buildings, and the difficulties in administration, were all touched upon, one of the speakers suggesting that the A. L. A. should warn librarians of the difficulties inseparable from the system of departmental libraries. Another difficulty that was mentioned was that students are apt to be content with the resources of the departmental library and to forget that much of value is to be found in the books of related departments. They also thus lose the advantage of familiarity with a large and comprehensive collection.

The chairman said that at Cornell they had now no large departmental libraries except those in chemistry, civil engineering, and architecture. The professors of mechanical engineering and of physics had returned almost all the books of their departments to the general library, saying that in this they would be more useful to the students. There had been retained in the libraries only a small collection of working books.

The feeling⁷ was generally expressed that

departmental libraries wherever retained should be kept open at least as many hours as the general library, and it was found to be the almost universal practice that the management of the central library should have at least a controlling voice in the conduct of the departmental libraries.

Dr. FRIEDENWALD then read Dr. CYRUS ADLER's paper on

RELATION OF THE PUBLISHING DEPARTMENT
OF A UNIVERSITY TO ITS LIBRARY.

(See p. 106.)

In the discussion which followed the chairman said that no uniform practice obtained at Cornell. Some of their publications were issued by outside houses, and the editors either turned over a certain number of copies of their own publications to the library to be used as exchanges or, using them so themselves, eventually turned over to the library the exchanges thus obtained.

W. C. LANE said that it had been proposed that university publications, if supported by inadequate funds, should be purchased for exchange by the library, a much larger discount being allowed on those copies which were to be used for foreign exchanges, as this use interfered less with the sale of the publications than those exchanged in this country.

W. J. JAMES read a paper on

WHAT PROPORTION OF ITS FUNDS IS A COLLEGE
LIBRARY JUSTIFIED IN DEVOTING TO
CURRENT PERIODICALS?

(See p. 107.)

The balance of opinion of the members seemed to coincide with that expressed by Mr. James, *viz.*, that the amount of money spent on publications would probably reach one third to one-half of the total appropriation for books and periodicals, and would be relatively less in a large than in a small library.

The relative merits of including the entire expenditure for periodicals in one appropriation or dividing it among the appropriations for the several departments were discussed, and it was pointed out that in the latter case, owing to changes of *personnel* in the department, a continuous policy in regard to the purchase of periodicals was less likely to obtain. The opinion of the professors was naturally the controlling element in the matter of purchases,

of periodicals as well as of books, but changes in the periodical list were less likely to be made if all periodicals were included under one appropriation.

C. W. ANDREWS read a paper on

USES MADE OF THE PRINTED CATALOG CARDS
FOR ARTICLES IN CURRENT PERIODICALS.

(See p. 110.)

W. I. FLETCHER pointed out the fact that a library might keep and use to advantage even the cards referring to periodicals not owned by the library itself, as it was likely that the periodicals could be obtained elsewhere if desired.

Mr. LANE agreed that some of the periodicals, the cataloging of which had been begun, might well be dropped, as suggested by Mr. Andrews, on account of their limited field.

In case it should prove desirable to increase the list to any considerable extent, he pointed out that some way must be provided by which the present subscribers might limit their subscriptions in some way if desired, and proposed that the periodicals might be divided into a number of groups, one of general societies and periodicals, and others of publications devoted to special fields, such as history, travel, economic and political science, fine arts, literature and philology, philosophy, etc., and that subscriptions should be taken for either group, in which case he thought it would be possible to issue to a subscriber all the cards for the periodicals in a special group and to add to these selected titles from the general group which belonged to the field of the special group.

He asked for an expression of opinion on two questions—Should short articles (say less than 5 p.) be omitted? Should an attempt be made to suggest for each title a subject heading? No formal vote was taken, but the general feeling seemed to be that the answer to both questions should be in the affirmative. The difficulty of making the subject headings consistent without greatly adding to the labor of preparation was pointed out, but many thought that even an imperfect system would be useful.

Mr. LANE also suggested the possibility of extending the plan in another direction and offering to furnish cards for complete sets of periodicals or for books of composite character, such as the collections often published abroad in celebration of anniversaries. The Publishing Section is ready to receive suggestions for

work on this line and carry out any that can command sufficient support.

The chair named Messrs. Fletcher, Root, and James as a committee on nominations to report at the evening meeting.

Mr. LANE spoke of the necessity of revising the system of transliteration for Russian names adopted some years ago by the association and presented a paper by LEO WIENER, instructor in Slavic in Harvard University, on

THE TRANSLITERATION OF RUSSIAN.

In transliterating from a foreign language two methods are possible: 1, the phonetic, which discards etymological spelling and renders the actual pronunciation in so far as the transliterating alphabet permits of such an approach; 2, the etymological, which neglects the pronunciation but preserves the form of the foreign words. The first cannot be avoided in languages in which the alphabet vastly differs from our own, as in the Chinese, Japanese. In all other cases, where by diacritical marks the Roman alphabet can be made to serve the conditions of the foreign spelling, the second is alone permissible. Thus, all of the European languages and many of the Asiatic dialects ought never to be attempted in the phonetic form. This is practically admitted by our libraries, but for some reason an exception is made in the case of the Russian alone. Our large libraries agree in transliterating Servian, which uses the same Slavic alphabet as the Russian, etymologically, but when they come to Russian they attempt a hybrid mixture of the two methods from which nothing but chaos can arise. In novels and other literature such a transliteration is to be tolerated on the ground that the Roman alphabet must be used without diacritical marks, lest the public be perplexed by them. But this will not hold in scientific transliteration (and the catalogs of the large libraries ought to be conducted only in this manner), since we are compelled to preserve the diacritical marks of the Bohemian, Polish, Slavonian, Croatian languages, and by common consent Servian is written in the transliteration precisely as Croatian, of which it is a sister dialect. Bohemian spelling hardly differs from Croatian, and Slavonian is practically identical with it. It was therefore natural for the scientists to adopt the Croatian spelling also in the transliteration of Russian and Bulgarian,

and there is no reason why our large libraries should not follow this good example by which all Slavic languages become comparatively uniform. The gain by it is a twofold one: it eliminates a knowledge of the language from which one transliterates, and it makes the spelling more uniform with that of its related languages.

The British Museum approaches the etymological spelling in so far as it uses corresponding signs for each Russian letter; it departs from the scientific method in that it gives the undesirable compounds *kh, ch*, etc. The latter being removed and substituted by the corresponding diacritics of the Croatian, the spelling will become unobjectionable. The spelling in vogue in America is an unfortunate mingling of etymological and phonetic spellings entirely unsuited to the cataloging in large libraries. I therefore suggest that the spelling used by V. Jagic in his "*Archiv für Slavische philologie*," with probably some slight modifications, should be adopted by all such libraries as may have a considerable department of Russian books.

It was *Voted*, That Mr. Wiener's paper be presented at a general meeting of the conference, with the request that it be referred to a special committee.

Adjourned at 11.40.

SECOND SESSION.

(THE WALDMERE, THURSDAY EVENING, JULY 7.)

The meeting was called to order by W. E. FOSTER at 8.15 p.m.

ADVANCES IN METHODS OF ASSISTANCE TO READERS.

W. H. BRETT. — I would like to speak of one thing with which I have been strongly impressed in our own work, and that is the substantial unity of the work of the reference librarian and the work of the librarian of the circulating department, and the fact that the important work of the library is that department, circulating or reference, in which we come in contact with the people and in which we seek to supply their wants.

In a library in one town in which there is a large amount of club work done there were last winter not less than 30 clubs whose programs were brought to the library in the summer or early fall as they were printed. These were taken by the reference librarian, and in

leisure hours all the references serviceable to those clubs were looked up, a card was made for each subject, the references for each club were filed in a little box holding the ordinary P card, and a corner of an alcove was assigned to the clubs, with a writing-desk and table, and here the material was collected for each club member. This was a great saving of time for the workers in the library and for the club members. The clubs included literary clubs, art clubs, clubs for the study of various special subjects, and one Sunday-school class which was taking a special course of study outside the regular lessons. Any organization of any sort which had any sufficient reason for using the library would have been welcome.

But in the work done the assistance to the clubs would have been greater if references had been made to the circulating department as well as to the reference department. Another year the work of the two departments will be brought together so far as it deals with the clubs.

I would also speak of another matter suggested by a remark of the president of the association as to the difficulty of interesting people in special study and the greater readiness with which the users of the library interest themselves in general reading. It has seemed to me that while that is probably true there are few who come to the library who have not some special topic of interest, something for which they have a particular liking, and that if we want to do them most good the important thing is to study the readers as well as the books, to discover as far as we can what their taste is. We all know how much more we get from what we read with a definite purpose.

THE ROYAL SOCIETY'S PLAN FOR AN INTERNATIONAL CATALOG OF SCIENTIFIC LITERATURE.

C. W. ANDREWS. — This is a matter that ought to come before the section from some one in a position to present it with more authority. Dr. Billings has suggested that the Smithsonian Institution would have to ask Congress for \$10,000 to carry out their part of this plan, and I certainly should hesitate to propose any action before ascertaining the wishes of the institution. Since, however, the president has asked me to present the matter, and as Dr. Billings' letter has given me at least an introduction, I would state that the committee of the

Royal Society appointed in 1896 to study the questions relating to the proposed international catalog have recently made an elaborate and detailed report. They have come to the conclusion that there are about 40,000 articles which will have to be indexed annually, confining their work to pure science, ignoring entirely the applications. The subjects which they propose to analyze or to index are mathematics, astronomy, meteorology, physics, crystallography, chemistry, mineralogy, geology, geography, palæontology, zoölogy (including anatomy), botany, physiology (including pharmacology and experimental pathology), bacteriology, psychology, and anthropology. The last subject is a most comprehensive one, including industrial occupations, arts, customs, administration, and sociology, as well as archæology. Their assumption that three subject cards, as well as one author, would be required for each article makes the total annual issue of slips 160,000, and they ask the people to whom the report was addressed to consider the following questions:

1. Apart from all questions of cost, how many private scientific workers will be willing to subscribe to a subject index slip catalog involving (in the case of most of the sciences) the reception, arrangement, and storage of from 100 to 400 slips per week?

2. How many institutions and academies will be willing to subscribe to the same subject index slip catalog involving the reception, arrangement, and storage of about 3000 slips per week?

3. If there is a desire for such a slip catalog, are the prices above mentioned, viz., an average of about £3 5s. for a single science, or £50 for a complete set, prohibitive?

4. If, on account of the expense, the project for a slip catalog is to be abandoned, should it be replaced by a project for an issue either of primary slips only or of a monthly bulletin in book form, or by any similar devices?

5. Is it probable that a sufficient number of institutions and individuals will be found to subscribe a sum amounting in all to about £6000 a year to meet the annual cost of the book catalog, the selling price being £16 for a complete set of single volumes at an average of £1 per volume?

But even supposing the complete slip catalog can never be expected to pay expenses, the

question arises whether the advantages of such a complete slip catalog are not so great as to justify steps being taken toward raising a "sustentation" fund to meet the deficiency.

The questions place the gist of the matter before us. Though we recognize the value of a comprehensive international catalog of scientific literature and the desirability that the work of our own country should be adequately represented therein, still are we prepared to decide offhand on the advisability of recommending a subvention of \$10,000 a year for our part of the work, which afterwards will require \$30,000 a year for the expenses of a central bureau, and will involve the payment by each subscriber of about \$350, exclusive of the cost of arrangement and storage of 160,000 slips annually?

W. C. LANE. — How much better is this record likely to be than the yearly volumes now published on the separate sciences, mostly in German?

C. W. ANDREWS. — It is rather presumptuous for a man to give an opinion on a plan of this magnitude when he has not seen the report until within the week. I can answer only for chemistry. I do not believe that the proposed catalog would contain many more titles than are now represented in the *Chemisches Central-Blatt*, the weekly reference organ of the chemists. Every library catering for a technical school or for a university with an active department of chemistry would have the *Chemisches Central-Blatt* and similar publications, and they would cover the ground probably nearly as well as the proposed catalog; indeed, in some respects more satisfactorily, in that they include the applications of the science and give abstracts of the papers. Moreover, the classification and the form of the slips in chemistry and mineralogy are such as would make them a burden. They are planned almost as an index to give every element or substance mentioned in the articles of these periodicals. That is practically a hopeless undertaking. In one case 10 entries are given for one article, and the mere physical burden of such cards would be in a few years intolerable. We should probably arrive at throwing them aside when the annual book catalog came, and I am inclined to think from the tone of this report that the committee of the Royal Society anticipate a negative answer to the question of a slip catalog and an

affirmative answer as to the advisability of the annual book catalog.

W. I. FLETCHER presented the

REPORT OF THE NOMINATING COMMITTEE,

recommending that W. C. Lane, C. W. Andrews, and Miss Olive Jones be appointed an organizing committee charged with the direction of the section for the year 1898-99. *Voted.*

W. J. JAMES read a paper by WILLARD H. AUSTEN on

DEPENDENCE OF REFERENCE DEPARTMENTS ON CATALOGING AND CLASSIFICATION DEPARTMENTS.

(See p. 108.)

PRINTED PERIODICAL CARDS.

W. C. LANE. — A subject that I think is of real interest to all college librarians is that of the printed periodical cards. I want to ask you to let us know what suggestions you have to make in regard to additional periodicals to be included in our list; also in regard to other developments of the work. One thing that might be useful would be to print the titles for the whole set of some periodicals, going back to the beginning, such as the bulletins of the Geological Survey, or the publications of the Agricultural Department, or the papers in the reports of the American Historical Association. If you will make your wants known the Publishing Section will gladly take up the work if it can see a reasonable prospect of getting enough subscriptions.

One other similar thing which I should be glad to have the Publishing Section try would be to make cards for the composite volumes which are issued from time to time, made up of articles by different authors, such collections as are frequently published in France and Germany as complimentary testimonials to a professor when he reaches his 70th birthday. These contain 20 or 30 articles by well-known men on interesting subjects — subjects that ought to be brought out in our catalogs. A similar composite volume is "100 years of American commerce," which Mr. Depew edited a few years ago. If eight or 10 libraries would like to have cards printed for the articles in such books I think we could do it. The machinery for doing it would have to be something like this: After you had made your suggestions we would send out a postal card to the libraries

likely to be interested, asking if they wanted cards for such and such books at such a price, and then we would print cards for those for which there appeared to be a sufficient demand. To do this effectually we ought to be able to send out the notices promptly and for one or two books at a time, and in order not to waste our ammunition I think we should have to say that we would send them only to those libraries which asked to be placed on our mailing list and would pay say 50 cents a year to receive the notices. If you will keep it in mind to suggest such books to us we can serve you more efficiently.

CLASSIFICATION FOR COLLEGE LIBRARIES.

W. C. LANE. — The other subject on which I wanted to say a few words is the question of classification. That is an old subject which we have threshed out pretty well in years past and have not heard very much about lately. It seems to have been generally accepted that either the Decimal Classification or the Expansive Classification is the one to use, and few, I think, have courage to undertake anything different. But from letters which I have had frequently, and from conversations which I have had with a good many members at this conference, it seems to me that there is a good deal of dissatisfaction with both of those systems for a college library. I am not speaking of public libraries at all; but there are certain different conditions and questions which come up in a college library which a public library does not have to deal with. What was said this morning in regard to department libraries and the breaking up of a library into departments has a strong bearing on the case, and shows that it is necessary, or at least very desirable, to base the classification of the library primarily on the divisions of the departments of instruction in the college. The difficulty with the printed classifications is that they do not do this. Take, for example, the material relating to Italy. The Decimal or the Expansive gives us history in one place, politics in another, constitutional law in another, manners and customs in another, biography in another, bibliography in another, travels and description in another, literature in another, literary history in another. But all of these subjects (and I might add language also) are equally and simultaneously wanted by the professors and students of the

Italian department and they can be far more conveniently consulted if they are all side by side on the shelves. It is the same with American history and literature, English history and literature, German, French, and all the others. That is to say, as a rule the books relating to all the historical, descriptive, and literary aspects of a country are best placed side by side. On the other hand, in the scientific, the artistic, the philosophical, and the sociological fields the subject is naturally made the primary division and the country subordinate. I think it would be profitable for us if we could work out something along these lines.*

W. I. FLETCHER. — I have been engaged in some of the conversations to which Mr. Lane has referred, and these have been in line with other conversations that I have had from time to time. Keenly as I appreciate the Decimal Classification and the Expansive Classification, I have been led to conclude, from the results of my own attempts to put our own library in as good shape as possible, that any one who wants to arrange a library for college work must, if he attempts to use either of those classifications, use it with a great deal of freedom. It has been suggested that this college section might, through a committee or otherwise, map out a plan that would help those who wished to make a very free use of the Decimal or Expansive classification, adapting it to college needs.

* [I regret that I was not present at the session. The recorder allows me to write here what I should have said there:

The notation of the Expansive Classification is so much more elastic than any other—thanks to the happy thought of using letters to denote non-local subjects and figures for countries—that almost anything can be done with it by a little contrivance. In the seventh classification of Language and Literature, of which two sheets are already in type, a method of making the desired disposition is given which requires only short marks, is very simple, and, so far as I can see, entirely satisfactory. This scheme provides for the grouping, under the country, not merely of language and literature, but of art, geography, history, law, commerce, and of all their subdivisions—in fact, of any subject the librarian desires to include, whether broad or minute, if only treated locally. The notation allows the widest liberty. This arrangement may be adopted for all countries or for a selection of countries. All subjects or a selection of subjects may be so treated. The selection need not even be the same for different countries, though, of course, there are obvious reasons in favor of uniformity of treatment.

C. A. CUTTER.]

I should like to have a show of hands from those who have used to some extent one or the other of these classifications for college library purposes and have found them unsatisfactory, so that they would like some such plan as I have spoken of. Something is wanted with authority back of it to meet the demand of trustees who prefer adopting a classification having recognized standing.

10 hands were raised.

G. T. LITTLE. — It seems to me hardly fair to put these two classifications, which have been used by many of us, to quite so severe a test as this question puts them to. I use the Decimal Classification. I feel that it is not exactly what a college library wants, but I do also feel strongly, and I have had occasion to advise one or two college librarians, that it is better to use either that or the Expansive rather than attempt to prepare a classification for one's self, and I should want to see the proposed classification Mr. Fletcher has mentioned tried before I should be willing to advise any one to try it.

The following question was put:

How many who have been using the D. C. or E. C. are generally satisfied with them for a college library? — Six.

W. I. FLETCHER. — I will repeat here what I

remarked in a conversation the other day, that as it seemed to me desirable for some libraries to have an authoritative system that they could show their committees, and as the Decimal Classification had much to commend it on general principles long before it was ever made in its present form, and in that form is so very widespread, that if anything were done to provide a classification better adapted to the college libraries it should have the general outlines of the Decimal Classification. I mean in particular in regard to notation. In regard to the actual classification, I should say that it would be preferable to follow the general outlines of the Expansive, because most of us will agree that the Expansive Classification is better, simply as classification, than the Decimal.

I do not think that it is because these classifications are not good enough that we propose something different, but our thought is to have something more distinctly from the college point of view.

A. S. ROOT read a paper by S. S. GREEN on

INTER-LIBRARY LOANS IN REFERENCE WORK

which will appear hereafter in the LIBRARY JOURNAL.

Adjourned at 9.50 p.m.

ELEMENTARY SECTION.

TWO section meetings were held by those interested in ELEMENTARY LIBRARY WORK on Tuesday and Friday, July 5 and 8, respectively. The meetings were under the direction of Miss Katharine L. Sharp,* but owing to the limited time given for advance preparation and the pressure of the other sessions of the conference it was found impossible to treat the subject as fully as had been hoped.

FIRST SESSION.

(KENT HOUSE, TUESDAY EVENING, JULY 5.)

The meeting was called to order at 7.30 p.m., and a vote was taken as to the size of the libraries represented. The result showed that 35 persons present represented libraries of 10,000 volumes or more, and 13 persons present represented libraries of from 5000 to 10,000 volumes.

* Report prepared from notes furnished by Miss Sharp.

The topics on the printed program were as follows: Book selection; Book-buying; Enlisting public interest; Newspapers and newsrooms; Shelving, fittings, and supplies; Cataloging and classification.

The printed program was, however, disregarded, and questions handed in by members were instead read and discussed, the needs of a library of 10,000 volumes being taken as a standard in answering the questions.

Question 1:

In a town having no public library how may interest be aroused and a library established?

F. A. Hutchins, of the Wisconsin Free Library Commission, was invited to speak on this topic. He said the first thing to do was to interest the children in the work and in good books, because it is through the child that the parents are reached. To illustrate this, he told of the great success of the libraries sent into

the farming districts of Wisconsin. Second, bring the library within the means of the people. Every library should be supported by taxation, and to arouse interest in its success and support a good politician should be asked to work for it. Book socials and entertainments were also suggested.

Mr. Dewey said that the library should be brought before the people and compared with the public schools. The commercial value of the library to the town should also be shown.

W. R. Eastman suggested that it was a good plan to put women on the board of trustees.

Question 2 :

What proportion of fiction should a library of 25,000 volumes contain?

No definite statement made.

Question 3 :

To what extent should fiction be duplicated?

Mr. Dewey. — "Duplicate fiction which is good."

Question 4 :

How soon after a library is opened should a printed finding list be issued?

Mr. Dewey. — "15 minutes."

Miss H. P. James said that generally local newspapers would print extra lists for distribution, which would answer at first. A card catalog should be ready and its use urged.

Miss Kelso objected to Mr. Dewey's advice regarding finding lists. A finding list should not be issued within 15 minutes after the opening of the library, because it would be out of date immediately.

Miss E. Van Hoesenberg said that the local paper had printed the catalog of the South Norwalk library as a supplement; the catalog was sold by the newspaper independent of the library, and was printed by the linotype process.

Miss Rebecca F. Doane, of the Milford (N. H.) Public Library, thought that open shelves solved the problem of need of a printed catalog. In Milford readers were allowed to go to the shelves and select books, and the plan had proved very successful.

Mr. Dewey advised the making of the catalog as an advertisement of the library. It should not impose hard bibliographical work, but should be a catalog of a few books that the librarian *wanted* to circulate.

The meeting adjourned at 8.15.

SECOND SESSION.

(THE WALDMERE, FRIDAY, JULY 8, 1898.)

The second session was opened in the Waldmere assembly room at 7.30 p.m. Only two questions were discussed.

Question 1 :

What is the best critical review for a small public library?

This aroused a general discussion, but no definite conclusions were reached.

Question 2 :

To what extent should a small public library buy of the second-hand dealer?

Only 15 minutes was available for the meeting, owing to the crowding of other parts of the program, so that adjournment was necessary before the last question could be fully considered.

It was suggested that a supplementary meeting be held on the train during the trip on Saturday morning from Lakewood to Niagara. Any general assembly at that time, however, proved impossible, but much discussion was carried on by small groups. There was a general desire that next year more time be given to the elementary division.

TRUSTEES' SECTION OF THE A. L. A.

THE Trustees' Section held one meeting in connection with the Chautauqua conference, which was called to order in the parlors of the Waldmere at 8 p.m. on Thursday, July 7.

This section meeting was, in the minds of those who attended it, one of the most interesting and profitable of the conference. The discussions were informal, prompt, and to the point. Mr. Dewey called the meeting to order, and Dr. H. M. Leipziger, of New York, and Miss Merica Hoagland, of Fort Wayne, Ind., were elected, respectively, chairman and secretary.

EXPENDITURES.

Library expenditures were first discussed. Mr. Dewey said the proportion paid in salaries for the kind of service rendered was too large. He advocated a most efficient head with a large number of assistants. Dr. Leipziger was of the opinion that until the librarians meet the same requirements as teachers they cannot command equally large salaries. He reported that in the Aguilar Free Library the cost was 10 c. per vol., and that out of an income of \$42,000 per annum \$10,000 was expended for books. One librarian present said it cost 6 c. per vol. to shelve and circulate each book in her library; this included interest on indebtedness, expense of service, etc.; that out of \$40,000 per annum received by the library about \$13,000 was spent for books. Another reported that half of her library's income went for books.

Mr. Porter, of Cincinnati, stated that the public library assistants of that city received salaries varying from \$450 to \$800 per annum, with an average of \$600; that for services performed in the evening and on Sundays the assistants received from \$100 to \$200 per annum.

HOURS.

Mr. Hutcheson, of the Library Congress, advocated a change of work so that there would not be a day or night force, but that all would be conversant with the various duties, so that they might work interchangeably.

Miss Browning, of Indianapolis, stated that in the Indianapolis library on one evening each week one of the six heads of departments was on duty, so as to divide the responsibility of

the evening work. Mr. Porter said that in Cincinnati the evening and Sunday attendants were the same, and that they were promoted from such service to regular day-work.

Mrs. Wadleigh said that the hours of service in the Los Angeles library extend from 9 a.m. to 5 p.m., and from 5 to 9.30 p.m. On Sundays and holidays volunteers from the assistants were paid for their services.

The number of hours of service required varied, seven, eight, eight and a half, and nine hours being reported, with an average of eight hours.

VACATIONS.

Trustees and librarians reported that the vacations varied in length from two to four weeks' vacation with pay; that vacations were not granted until a year's service had been performed; after three years' service three weeks' vacation with pay was granted assistants. Frequently an extra week without pay was granted. In cases of illness, if absences amounted to 30 days half the regular sum paid for services was granted.

A. L. A. CONFERENCES.

The trustees present expressed themselves strongly in favor of granting librarians time in addition to vacations to attend the annual library conferences, also that the expenses of the librarian attending the conference should be paid from library funds, since it was a most profitable investment of them, bringing more efficient service to the library.

Mr. Crunden stated that in the St. Louis Public Library the expenses of the librarian were paid and time to attend allowed any assistants who were willing to pay their own expenses.

R. P. Hayes remarked that if such expenses were paid and time allowed the librarians should be expected to attend the sessions of the conference and not treat the meeting as a mere pleasure trip.

A number of the librarians present stated that it was a difficult thing for them to ask their trustees for time and money to attend the conference; that in many cases they would rather pay their expenses and take the time

out of their vacations than suggest that the trustees grant such a request.

The opinion was expressed that if more trustees could be induced to attend the A. L. A. they would not wait to be asked to send librarians to the conferences.

R. G. Thwaites introduced the following :

Resolved, That the Trustees' Section of the A. L. A. recommends that a circular addressed to library trustees shall be issued by the A. L. A. before each conference, setting forth the advantages of the conference, inviting the trustees to attend, and urging them to send their respective librarians and to grant them the time and pay their expenses. *Voted*.

SHALL TRUSTEES OR LIBRARIANS APPOINT SUBORDINATES?

In the appointment of subordinate employees, Dr. Leipziger advocated hearty co-operation of trustees and librarian.

Mr. W. R. Watson, of Pittsburgh, said that most trustees were willing to be relieved of such appointments.

Miss Jackson, trustee of the North Adams (Mass.) Public Library, said that qualification should not be the only factor; sometimes it is a question of temperament which renders it impossible for a librarian to work harmoniously with certain assistants.

Mr. Crunden thought such appointments might be left to the librarian, since he was held responsible by trustees and the public for the kind of service rendered in the library, but that the ideal was reached when the librarian's appointment was approved by the board of trustees.

Mr. Hutcheson said that in the Library of Congress the librarian appointed all assistants, and that these were chosen *after* two or three months' trial.

COMPETITIVE EXAMINATIONS.

Mr. Crunden was of the opinion that to institute a system of examination was a good way to dispose of undesirable candidates.

Miss Linda A. Eastman reported competitive examinations in the Cleveland Public Library.

Mr. Porter, of Cincinnati, thought competitive examinations were a great relief to trustees who were beset by candidates and their friends.

Dr. Leipziger said a good way was to appoint assistants from those who first acted as substitutes, that trustees should act as trustees,

and not shift the responsibility devolving upon them. He thought that the personal equation should be considered in selecting an assistant quite as much as the technical knowledge which the candidate might show in examination.

Miss Theresa Hitchler reported a successful apprentice class, conducted at the New York Free Circulating Library, where the candidates served two, three, and four months without pay. Mr. Crunden thought that the graduates of library schools were better qualified for their work than were the average graduates of normal schools.

SELECTION OF BOOKS.

Mr. R. P. Hayes said that too often the librarian selected the books and the trustees agreed to their purchase, but that the better way was for the book committee and librarian to co-operate in the selection.

Mr. Crunden thought it a good plan for heads of departments in a large library to work with the librarian in preparing the lists, which should be submitted to the book committee.

Mrs. H. C. Wadleigh reported that in the Los Angeles library the lists prepared by experts in the several classes were of great help.

Mrs. Sanders, of Pawtucket, and Miss Adams, of Plainfield, said that the librarian prepared the lists and submitted them to the committee. Dr. Leipziger stated that in the Aguilar Library the book committee meets once a week.

Miss Hoagland described the plan followed at Fort Wayne, where four men selected by the board of school trustees and four women elected by the Woman's Club League comprise the public library committee. This committee meets once a month and considers lists of books submitted by the librarian, the patrons of the library, and those prepared by themselves. The lists for "immediate purchase" are thus marked and ordered at once. The other lists are arranged in three groups according to desirability, and are marked 1, 2, and 3, and purchased in that order.

Though the hour was late, some desired to prolong the discussions, but it was decided to adjourn, to meet again on Friday at 8.30 p.m.

[The trip to Jamestown prevented a second meeting of this section.]

MERICA HOAGLAND,
Secretary.

STATE LIBRARY SECTION.

A MEETING of the State Library Section of the A. L. A. was held on Thursday, July 7, at 9.30 a.m. The meeting was called to order by W. E. Henry, state librarian of Indiana; Johnson Brigham, state librarian of Iowa, was chosen chairman.

F. A. Hutchins, secretary of the Wisconsin Free Library Commission, at whose suggestion the meeting had been called, then explained the object of the section. C. B. Galbreath, state librarian of Ohio, spoke on the work of the Ohio State Library since it had come under the jurisdiction of the state library commission. Since Aug. 1, 1897, 250 travelling libraries have been sent out. An annual appropriation of \$4000 has recently been made for this work by the state legislature. The state library serves three purposes—a popular, reference, and documentary library. Miss Martha T. Wheeler, of the state library of New York, briefly explained the workings of that library, aiming, as it does, to reach all classes through its general and reference libraries, travelling libraries of miscellaneous and special collections, and books sent directly to individuals. R. G. Thwaites, secretary of the Wisconsin State Historical Society, then gave a short description of the library of the society. While it was purely a reference library, books were occasionally sent out, such as genealogies, local histories, etc.

The sentiment of the meeting seemed to be toward liberality in the circulation of books from state libraries.

Miss Merica Hoagland, of Fort Wayne, Ind., referred to the efforts being made in her state toward the establishment of a state library commission. It is hoped in this way to remove the office of state librarian from political control by having the commission elect the librarian, to serve during good behavior. Johnson Brigham, of Iowa, stated that the office of state librarian in his state had passed under the control of the judges of the supreme court, who really constituted the state library commission. Mr. Brigham asked for the opinion of the audience as to the wisdom of such a body acting as such commission. The danger was expressed by Miss M. E. Ahern, formerly state librarian of Indiana, that library interests might

be considered as of secondary importance by such a judicial body. Miss Thayer, assistant state librarian of Illinois, stated that the secretary of state was the state librarian *ex-officio* in Illinois, it being the custom for this officer to appoint some one to serve for him. This arrangement led to frequent change in office. Arthur H. Chase, state librarian of New Hampshire, said that the librarian in his state was chosen by a state library board of three trustees appointed by the governor from the state at large, the governor being an *ex-officio* member of the board.

Mr. Thwaites then stated that however a librarian might be chosen, the collection of local history in its various forms should be one of his cardinal principles. A discussion was then entered upon concerning the collection of local newspapers. Mr. Henry, of Indiana, stated that his library subscribed to the leading papers of the state. J. I. Wyer, of the state library of New York, said that his library kept files of about 25 of the leading dailies of the state and country. Mr. Thwaites explained that his library never paid for a paper, editors having been found glad to donate them. His library preserves 275 of the leading dailies of the country and the weeklies of the state. Three years' numbers of the weeklies are bound in one volume, and six volumes a year are made from the dailies.

Upon motion a committee of three, consisting of W. E. Henry, C. B. Galbreath, and A. H. Chase, was appointed to confer with other state librarians concerning the exchange of state and legislative documents and the indexing thereof.

The matter of the state librarian's report was then taken up. The suggestion was made that where state library commissions do not exist state librarians should incorporate in their reports the library history of the state, together with the proceedings, in outline, of library meetings, with tabulated statistics showing the growth of the library movement.

It was *Voted*, That the executive committee of the American Library Association be requested to continue the State Library Section next year.

Adjourned.

L. E. STEARNS, *Secretary*.

LIBRARY SCHOOLS AT THE CHAUTAUQUA CONFERENCE.

BY J. I. WYER, N. Y. STATE LIBRARY SCHOOL.

THE Chautauqua meeting specially emphasized professional training for librarianship as one of the two topics about which all its papers and discussions were grouped.

It is interesting, therefore, to note the part played at A. L. A. meetings by the graduates and students of the library schools and their attendance and work at this conference.

Of the total conference registration of almost 500, one-fourth were students from the four leading library schools. When it is remembered that the first class from the parent school at Albany was graduated but 10 years ago the significance of this statement is increased, and it seems probable that after a few more decades of such progress the ranks of librarianship will be chiefly filled by those specially trained for the work.

The largest representation at Chautauqua was naturally from the alumni of the New York State Library School, no less than 70 of whom, or one-third of the living matriculates of the school, were present. Every one of the 12 classes was represented, and two large meetings of the alumni association resulted in the election of a strong board of officers for the ensuing year.

The alumni of the Pratt Institute Library School and the Illinois State Library School, to the number of about 20 from each, held pleasant reunions, and each company dined together at the Waldmere, while the students of the latter perfected an alumni organization.

Eight old students of the Drexel Institute Library School were present at Chautauqua, but no meeting was held.

*ILLINOIS STATE LIBRARY SCHOOL
ASSOCIATION.*

The first meeting of the Illinois State Library School Association was held at the Waldmere, Lakewood, N. Y., July 5, 1898. The meeting was called to order by the chairman, Miss Sarah Dickinson, of the John Crerar library, Chicago, who made a report on the informal meeting held at Evanston, Ill., during the Interstate library conference.

The objects of the association are the promotion of social intercourse and the advancement of the interests of the Illinois State Library School. A constitution modelled after that of the New York State Library School Association was adopted. The association is to be called together annually during the A. L. A. meeting.

The following officers were elected: President, Miss Irene Warren, librarian Cook Co. Normal School, Chicago; 1st vice-president, Miss Grace Edwards, Illinois State Library School; 2d vice-president, Miss Elma Warwick, Illinois State Library School; Secretary and treasurer, Miss Cornelia Marvin, librarian Scoeville Institute, Oak Park, Ill.

Miss Katharine L. Sharp, Mrs. Dyche (formerly Miss May Bennett, of Evanston, Ill.), and Miss L. E. Stearns were elected honorary members.

After the business of the day the association adjourned to the dining-room of the Waldmere, where the school dinner took place.

CORNELIA MARVIN, *Secretary.*

A. L. A. EXHIBIT AT THE CHAUTAUQUA CONFERENCE.

BY J. I. WYER, N. Y. STATE LIBRARY.

THE A. L. A. exhibit at the Chautauqua conference was the largest, best, most suggestive and practically useful which has ever been shown. Lakewood chapel was filled with illustrative material which overflowed into every available gallery and room at the Waldmere.

The dominant notes of the exhibit, which found expression in a half-dozen of the most notable exhibits, was the picture and its use by the library as an effective educational agent both in the library proper and in the school. The Helman-Taylor Co., of Cleveland, showed 120 Braun carbon prints. Scribners sent an interesting collection of original drawings made for their magazine. Pratt Institute Library, the Aguilar Free Library, and the New York State Library School each sent large collections of picture-bulletins as used in the children's room; while the Home Education department of the New York State Library sent 100 of the pictures which are sent to schools, libraries, and study clubs. These four exhibits were specially noteworthy for their high artistic merit, the care and thought spent in their preparation, and their broad conception of the effective possibilities in the best picture work with children.

The leading publishers were represented by copies of their latest books, samples of cover designs, and catalogs of libraries on special subjects. 12 or 15 prominent public libraries were represented by attractive exhibits, notably the Boston Public Library, with a collection of its book-plates, publications, and administration blanks, and the Philadelphia Free Library, with a complete set of its desk appliances and 35 large photographs of interiors and exteriors of the library and its 11 branches.

The Boston Book Co. filled 12 shelves with nearly 300 specimen volumes of different English and American periodicals, each volume representing a complete set in stock. The

Fenton Manufacturing Co. showed a two-story section of its latest electric-lighted steel stack, with samples of reading-room tables and metallic catalog cases.

Two tables were filled with samples of styles and materials for binding shown by Boston and Buffalo binders.

A suggestive corner of the chapel, challenging studious attention, was the space devoted to the New York State Library School and the Home Education department of the New York State Library. The former brought, among other examples, a representative collection of the notes and samples gathered by a student during the two years' course; a selection of theses and original bibliographies, and a full set of the New York State Library bulletins on bibliography. The Home Education department contributed the first travelling library ever sent out in the state, full sets of its reports, blanks, and bulletins, and several hundred pictures used in the extension work through New York state.

At the Waldmere the walls of the great gallery were filled with the largest collection of library pictures and plans ever shown at any conference, gathered and arranged by Mr. W. E. Foster. Miss Hewins, of the Hartford Public Library, filled an entire room with printed matter from all over the land showing the growth and extent of library work for children. The Library Bureau had its usual exhibit of publications and fittings, while a large collection of lantern-slides furnished an evening's study of pictures and plans of library buildings.

The large attendance proves conclusively the hearty appreciation of the exhibit. It was visited, not once, but two, three, and more times by the same persons, who came not for hurried sight-seeing but for study and note-taking. On Monday afternoon alone nearly 500 people visited the chapel.

THE SOCIAL SIDE OF THE CONFERENCE, JULY 2 - 11, 1898.

BY CAROLINE M. HEWINS.

THE conference this year kept up its reputation for knowing how to enjoy every spare minute. When some of the members arrived at Lakewood at noon on Saturday, July 2, they found at the Waldmere a group who had taken the earlier train and had six hours' advantage of them in acquaintance with the place. It was the hottest day of the season, and everybody was glad to sit under the trees on the sloping lawn or go out in little steam-launches to enjoy one of the sunsets and moonrises that are the greatest beauty of Chautauqua Lake. The late train brought a large party from New York, glad to find a resting-place after a day of unusual heat, dust, and discomfort.

On Sunday the Massachusetts party arrived a little after noon, and both the Kent and Waldmere were rapidly becoming full to overflowing. On Sunday evening there was a song service at the Kent, where friends from Jamestown, under the leadership of Mr. and Mrs. George W. Tew, lent their voices, and Mrs. Richmond Fletcher's fine contralto was prominent. The service ended with prayer by Rev. Mr. Brown, of Lakewood. Monday was a quiet Fourth of July, only an occasional firecracker, let off by the junior member from St. Louis, disturbing the silence. Groups with hands full of water-lilies, white or yellow, came from the lake. Other parties went to the golf links near the Waldmere or cycled over the hills, while the exhibit of library appliances, books, and autotypes in the chapel attracted many visitors. In the evening there was an informal reception at the Waldmere, followed by fireworks on the dock, with showers of golden rain, bursting shells, and the destruction of Manila. The evening ended with dancing, and the A. L. A., whose motto is, "We never sleep," spun around the floor till the poetic Paderewski-haired fiddler and his fellow-musicians stopped from sheer weariness.

On Tuesday, when the sessions opened, the hall was decorated with daisies and hemlock by the kind hands of the Reception Committee, who ably aided the "maiden of the lake" in her welcome to the association and sent flow-

ers every day. It is the first time, and may it be the last, that a war bulletin has been read in the meetings. In the evening the A. L. A. was invited to a theatre party at Celoron, "the Coney Island of Lake Chautauqua." The steamer was gay with Chinese lanterns, and outlined against the dark sky was a most picturesque object. The theatre is well lighted, fresh, and pretty, and the performance, with its acrobatic brothers, negro songs and dances, and Vanishing Lady, was so inspiring that trustees, heads of libraries, and members of library commissions were seen to skip down the railroad tracks with the stage step, "ride a-tiger-hunting, mounted on a thoroughbred giraffe," pose as Una on a lion, or try to emulate the acrobats in swinging from bars.

The grass and trees outside the hotel tempted some of the members next day to organize an Anti-work Section that met out-of-doors, but some of the best work of a conference is often done away from the meetings.

On Wednesday evening at supper at the Waldmere all members of the A. L. A. who were at the London conference last year sat at a long table where there was much merriment and some informal speaking. In fact, the joyousness was so apparent that it excited envy at another table, where a party was organized to make speeches in memory of a trip to Hoboken by ferry. That same evening Mr. and Mrs. William H. Proudfit threw open their beautiful grounds at Shadyside, on the lake shore, where half a dozen cottages belonging to members of the same family stand in the middle of a park. Over 2000 Chinese lanterns, hung between the trees, gave a fairy-like air to the scene, and before the sunset light died away the view from the pier over the lake was enchanting. Our kind hosts and hostesses of Jamestown aided Mr. and Mrs. Proudfit in welcoming us, and charming dames and damsels stood at the tables where ice-cream, cake, and lemonade were served. A great pleasure for the guests had been prepared in the singing of Madame Belle Cole, whose beautiful voice was heard half a dozen times from the veranda with piano ac-

companiment, and once by request was joined by the voices of the audience in the chorus of the "Star-spangled banner."

It was so early, only 10 o'clock, when the guests retired to the Waldmere that a cake-walk seemed a fitting frolic to introduce the dancing. A placard was written and the revelers from the Kent were summoned. The cake-walk was to slow music ("How many times do you want to go 'round? We're 'most dead already," said one of the musicians) and was led by a distinguished trio composed of the head of a large city library, the former head of another large library, and a western cataloger. They were followed by members of the executive board and council and joined by others of equal distinction, who circled around the room until the music stopped and the cake, a very small one, was brought in on a silver tray and presented with appropriate ceremonies.

Thursday was the Chautauqua day, when the A. L. A. was invited to go to the assembly grounds on one of the lake steamers, and was welcomed by "My country, 'tis of thee," on the Chautauqua chimes. Here a meeting was held in the great amphitheatre, where some A. L. A. members said that they expected lions and tigers to come from their lairs and rend us, the place looked so like "Quo Vadis" or "Darkness and dawn." Afterwards we were taken to the Hall in the Grove, the Model of Palestine, and the Museum, to say to the "winged beast from Nineveh":

"School-foundations in the act
Of holiday, three files compact
Shall learn to view thee as a fact
Connected with that zealous tract:
Rome, Babylon, and Nineveh,"

and to look at the Egyptian wall-paintings and the Eastern costumes on figures that suggested Bluebeard's wives and tempted the more frivolous guests to steal them for use in charades. After our return,

"When that night of gliding dance, of laughter and guitars,
Was emptied of its music, and we watched through latticed bars
The silent midnight heaven moving o'er us with its stars,"

we listened to stories brought from the Savage Club, chief among which is the narrative of the Scotchman who "counted the sax million hair-pins sax times and found seven missing."

On Friday the session closed early, for electric cars were waiting to take us through

Jamestown. Every car was in charge of two or three members of the reception committee, who pointed out places of interest while we went through shaded streets of handsome houses to the gate of the Lake View Cemetery and then to the beautiful building of the James Prendergast Memorial Library, where a lawn tea was waiting for us. It gave every one much pleasure to see the excellent condition of the building in which Miss Hazeltine does her remarkably efficient work and the evident effect of her children's league in the care of books and furniture.

That evening was given Mr. W. E. Foster's exhibit of lantern-slides of exteriors and interiors of library buildings, and plans of libraries not yet erected. Afterwards the floor was cleared and the dancers spun about till after midnight, then separated only because there was to be an early breakfast the next morning. The dancing was at the Waldmere and the Kent on alternate evenings.

The Niagara party went off in the morning, and the left-behinds spent the day on their bicycles or on the lake. One party rode to the Panama Rocks; another group took boat to Celeron and went to the "palmistry parlors," where they heard that they would never be rich, that they would live to 91, and that they had travelled or would travel with friends having A. E. and N. in their names. They were warned against various Willies, Franks, and Kates, but scoffed unbelievably, and went on to buy peanuts and have an orgy of feeding parrots, macaws, bears, deer, raccoons, rabbits, and fowl.

Sunday was a quiet day. The number of A. L. A. members in the hotels had grown much smaller, but there were enough left for a large and interested audience while Mr. Faxon, of the Boston Book Company, showed lantern-slides of A. L. A. post-conferences, from Fabian's in 1890 to Lakewood in 1898, wherein we recognized many familiar faces and figures in observation-cars, on burros, or on tops of coaches. Afterwards, for the evening was cold, we gathered around the fire in the hall of the Waldmere, gossiped, and listened to stories. Monday was given to bicycle and lake trips, and by Monday evening most of the A. L. A.'s were on their way homeward. Post-conference, properly speaking, there was none, although a fortunate few remained to enjoy the peace and refreshment of the "rest week."

THE NIAGARA DAY.

BY HANNAH P. JAMES.

GIVEN a clear, bright summer day, neither too warm nor too cool, a comfortable special train, and 160 librarians fresh from a splendid conference, and what more could be needed to make a delightful excursion to one of the most sublime scenes on our continent? At 8 o'clock or thereabout on the morning of Saturday, July 9, we started, and the journey was enlivened by the usual mixture of sense and nonsense pertaining to a library merry-making. Extremes met, and the east and west, the north and south, and even England and Australia, joined in making the day most enjoyable.

Arriving at Niagara at noon, luncheon at the International was the first consideration, after which the trolley ride to Lewiston down the American side was taken. No matter how often one visits Niagara, and all that goes to make up the grandeur of Niagara, there is always some new point of view, some added beauty of light and shade, some rare tint never before seen, which makes it a new revelation to the beholder. The wonderfully beautiful green color of the water as we went down the Gorge was the especial delight this time, but the rush, the freedom and inspiration of the Whirlpool Rapids was the same as ever. We could have watched them for hours and seen in imagination Neptune's horses dashing through the foaming spray and tossing their white manes; but trolley cars do not wait on sentiment, and we sped on to Lewiston, there to find — alas! how quickly we mortals descend from poetry to prose when prose is tempting — there to find baskets of most delicious cherries offered for a small consideration. How eagerly we attacked them, and how quickly we disposed of them!

The ride back from Lewiston was even finer than the going thither, but we lost the green hue of the water. At the end of the trip carriages were waiting to take us in parties of four and six over the usual route, each party following its own sweet will.

We took the Canadian side first, and after trying to absorb the beauty of the scene before

us descended by an elevator to the bottom of the cliff, where most of the party, disguised like Esquimaux in waterproof suits, ventured under small waterfalls, on dangerous-looking bridges, and through rock-cut passages, imagining they were having a good time. One would never have taken them for staid librarians, booksellers, or kindergarten presidents.

Then came a return to the American side, a visit to Goat Island and the Three Sisters, from which the Rapids never looked finer, to the outlook at the head of the American Falls, where the water seems like molten glass, and lastly to the most impressive point of view of all, the bottom of the American Falls. Nowhere else can such an adequate idea of the immensity of the Falls be had, or can be found such a combination of sublimity and beauty. The tremendous rush of waters, like an Alpine avalanche; the soft, lace-like spray; the clouds of mist swaying with the wind; the exquisite rainbow tints, now here, now there; the glorious deep blue sky above and the soft, rich green on the neighboring cliffs below, make a picture for the memory to recall with delight in after years. It was withal a perfect day.

It was nearly seven o'clock before the party was reassembled for dinner at the International Hotel, where with a few final announcements and expressions of good-will the conference was declared adjourned, to meet again at Atlanta in 1899. Then followed the homeward journey, when the experiences of the day were exchanged and every one felt the comfortable assurance that their own individual method of sight-seeing had been far more satisfactory than that of any one else.

What mattered it if it were midnight when we reached Lakewood? The journey had been enlivened by peripatetic story-tellers — peals of laughter proved that we were very much alive; those who in the morning had been tired and listless with the week's hard work were alert and refreshed by the beauty and inspiration of Niagara; and there was no dissent from the general conclusion that the excursion had been one of deep enjoyment to all.

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BY ASSISTANT RECORDER NINA E. BROWNE, LIBRARIAN OF LIBRARY BUREAU, BOSTON;
ASSISTANT SECRETARY, A. L. A. PUBLISHING SECTION.

BY POSITION AND SEX.

	Men.	Women.	Total.
Trustees and other officers...	23	5	28
Chief librarians.....	69	87	156
Assistants.....	29	160	189
Library Bureau, booksellers, educators, etc.....	26	9	35
Library school students.....	3	12	15
Others.....	24	47	71
	174	320	494

BY GEOGRAPHICAL SECTIONS.

9 of the 9 No. Atlantic states sent.....	305
5 " 9 So. Atlantic states ".....	30
3 " 8 Gulf states ".....	4
8 " 8 Lake states ".....	142
4 " 8 Mountain states ".....	6
1 " 8 Pacific States ".....	1
Canada and England ".....	6
Total.....	494

BY STATES.

Me.....	1	O.....	47
N. H.....	3	Ind.....	9
Vt.....	3	Ill.....	32
Mass.....	40	Mich.....	18
R. I.....	4	Wis.....	13
Ct.....	9	Minn.....	6
N. Y.....	186	Ia.....	3
Pa.....	50	Mo.....	14
N. J.....	9	Kan.....	1
Del.....	1	Neb.....	3
Md.....	1	Mont.....	1
D. C.....	23	Col.....	1
Va.....	2	Cal.....	1
Ga.....	3	Canada.....	5
La.....	2	England.....	1
Tenn.....	1		
Ky.....	1	Total.....	494

NUMBER OF LIBRARIES REPRESENTED FROM EACH STATE.

Me.,	1	library represented by	1
N. H.,	3	" "	3
Vt.,	1	" "	1
Mass.,	22	" "	30
R. I.,	3	" "	4
Ct.,	7	" "	7
N. Y.,	34	" "	118
Pa.,	21	" "	46
N. J.,	5	" "	5
Del.,	1	" "	1
Md.,	1	" "	1
D. C.,	7	" "	17
Va.,	1	" "	1
Ga.,	1	" "	1
La.,	1	" "	1
Tenn.,	1	" "	1
O.,	13	" "	40
Ind.,	7	" "	8
Ill.,	12	" "	23
Mich.,	6	" "	13
Wis.,	7	" "	10
Minn.,	2	" "	4
Ia.,	2	" "	2
Mo.,	3	" "	12
Kan.,	1	" "	1
Neb.,	2	" "	3
Mont.,	1	" "	1
Col.,	1	" "	1
Cal.,	1	" "	1
Canada,	4	" "	4
			172

LIBRARIES REPRESENTED.

Me.	Bowdoin College, Brunswick. 1 library represented by 1.	Mass.	P. L., Boston Boston Athenæum. Harvard Univ., Cambridge. P. L., Fitchburg. P. L., Malden. P. L., Medford. P. L., North Adams. Forbes L., Northampton. Berkshire Athenæum, Pittsfield. P. L., Salem. P. L., Saugus.
N. H.	State L., Concord. Dartmouth College, Hanover. F. L., Milford. 3 libraries represented by 3.		
Vt.	Fletcher F. L., Burlington. 1 library represented by 1.		
Mass.	Amherst College, Amherst. P. L., Attleboro.		

- Mass. Mount Holyoke College, So. Hadley.
P. L., Southbridge.
City L., Springfield.
Tufts L., Weymouth.
P. L., Winchester.
P. L., Woburn.
P. L., Worcester.
Amer. Antiq. Soc., Worcester.
Worcester Co. Law L., Worcester.
22 libraries represented by 30.
- R. I. P. L., Pawtucket.
P. L., Providence.
Providence Athenæum.
3 libraries represented by 4.
- Conn. P. L., Hartford.
Wesleyan Univ., Middletown.
F. P. L., New Haven.
P. L., Norwalk.
Scoville Mem. L., Salisbury.
Pequot L., Southport.
Ferguson L., Stamford.
7 libraries represented by 7.
- N. Y. State L., Albany.
Alfred Univ., Alfred.
P. L., Brooklyn.
Pratt Institute F. L., Brooklyn.
L. I. Hist. Soc., Brooklyn.
Y. M. C. A., Brooklyn.
Canisius Coll., Buffalo.
Grosvenor L., Buffalo.
Historical Soc., Buffalo.
P. L., Buffalo.
P. L., Cazenovia.
High School L., East Aurora.
Parker L., Fredonia.
F. L., Gloversville.
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Cornell Univ., Ithaca.
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High School L., Jamestown.
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Harlem L., N. Y. City.
F. Circulating L., N. Y. City.
P. L., N. Y. City.
Y. M. C. A., N. Y. City.
Y. W. C. A., N. Y. City.
City L., Newburgh.
P. L., Niagara Falls.
- N. Y. P. L., Oneonta.
Jervis L., Rome.
Central L., Syracuse.
P. L., Utica.
P. L., Wellsville.
Patterson L., Westfield.
35 libraries represented by 121.
- Penn. Carnegie F. L., Allegheny.
Bryn Mawr College, Bryn Mawr.
Crozer Theol. Sem., Chester.
P. L., Erie.
P. L., Franklin.
George School L., George School.
Carnegie L., Homestead.
Art and Hist. Assoc., Meadville.
Theological School, Meadville.
Academy of Science, Phila.
Drexel Inst. L., Phila.
F. L., Phila.
Library Co., Phila.
Mercantile L., Phila.
Normal School L., Phila.
Wagner F. Inst. of Science, Phila.
Carnegie L., Pittsburgh.
P. L., Scranton.
Penn. State College L., State College.
P. L., Warren.
Osterhout F. L., Wilkesbarre.
21 libraries represented by 46.
- N. J. P. L., Bayonne.
F. P. L., Newark.
P. L., Passaic.
P. L., Plainfield.
P. L., Summit.
5 libraries represented by 5.
- Del. Institute F. L., Wilmington.
1 library represented by 1.
- Md. Enoch Pratt F. L., Baltimore.
1 library represented by 1.
- D. C. Library of Congress.
Dept. of Agriculture.
Public Documents L.
Smithsonian Institution.
U. S. National Museum.
F. L.
Mt. Vernon Sem.
7 libraries represented by 17.
- Va. Hampton Institute, Hampton.
1 library represented by 1.
- Ga. Y. M. L. Assoc., Atlanta.
1 library represented by 1.

La.	Howard Mem. L., New Orleans. Fisk F. L., New Orleans. <i>2 libraries represented by 1.</i>	Wis.	State Hist. Soc., Madison. P. L., Milwaukee. P. L., Oshkosh. State Normal School, Whitewater. <i>7 libraries represented by 10.</i>
Tenn.	Univ. of Nashville, Nashville. <i>1 library represented by 1.</i>	Minn.	P. L., Minneapolis. P. L., St. Paul. <i>2 libraries represented by 4.</i>
Ohio.	P. L., Canton. P. L., Cincinnati. P. L., Cleveland. Case L., Cleveland. State L., Columbus. State Univ. L., Columbus. Birchard L., Fremont. Public School L., Columbus. P. L., Dayton. Oberlin College, Oberlin. Union L. Assoc., Oberlin. P. L., Toledo. P. L., Youngstown. <i>13 libraries represented by 40.</i>	Ia.	P. L., Cedar Rapids. State L., Des Moines. <i>2 libraries represented by 2.</i>
Ind.	Indiana Univ., Bloomington. Withers P. L., Bloomington. P. L., Fort Wayne. State L., Indianapolis. P. L., Indianapolis. P. L., Logansport. P. L., Michigan City. <i>7 libraries represented by 8.</i>	Mo.	P. L., Kansas City. P. L., St. Joseph. P. L., St. Louis. <i>3 libraries represented by 12.</i>
Ill.	Parlin L., Canton. Univ. of Illinois, Champaign. Armour Institute L., Chicago. Chicago Normal School, Chicago. John Crerar L., Chicago. Lewis Institute, Chicago. P. L., Danville. P. L., Decatur. P. L., Rockford. State L., Springfield. <i>10 libraries represented by 23.</i>	Kan.	Univ. of Kan., Lawrence. <i>1 library represented by 1.</i>
Mich.	J. H. Kellogg L., Battle Creek. P. L. Calumet & Hecla Mining Co., Calumet. P. L., Detroit. Central High School, Detroit. P. L., Detroit. P. L., Port Huron. State Normal College, Ypsilanti. <i>7 libraries represented by 13.</i>	Neb.	Univ. of Nebraska, Lincoln. P. L., Omaha. <i>2 libraries represented by 3.</i>
Wis.	P. L., Depere. P. L., Eau Claire. Kellogg P. L., Green Bay.	Mont.	F. P. L., Butte. <i>1 library represented by 1.</i>
		Col.	P. L., Denver. <i>1 library represented by 1.</i>
		Cal.	P. L., Los Angeles. <i>1 library represented by 1.</i>
		Can.	P. L., London. McGill Univ. L., Montreal. P. L., Toronto. Univ. of Toronto, Toronto. <i>4 libraries represented by 4.</i>

Total number of libraries, 174; represented by 364 persons — librarians, assistants, or trustees; the other 130 persons were connected with library work, with the exception of those classed as "others."

The following analyses of the preceding statistics make possible some interesting comparisons:

There were 21 colleges represented, Harvard sending 4 delegates.

The number of delegates sent by special libraries was as follows: N. Y. State Library sent 19; Buffalo P. L., 21; Philadelphia F. L., 9; Philadelphia as a whole, 16; Carnegie L., Pittsburgh, 9; Cleveland P. L., 22; St. Louis P. L., 10; Detroit P. L., 7; Washington, D. C., 18; N. Y. City and Brooklyn, 27; Chicago, 8.

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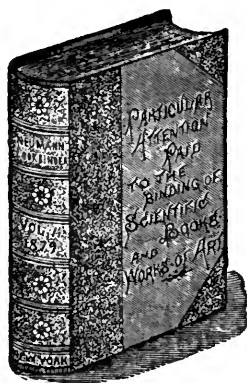
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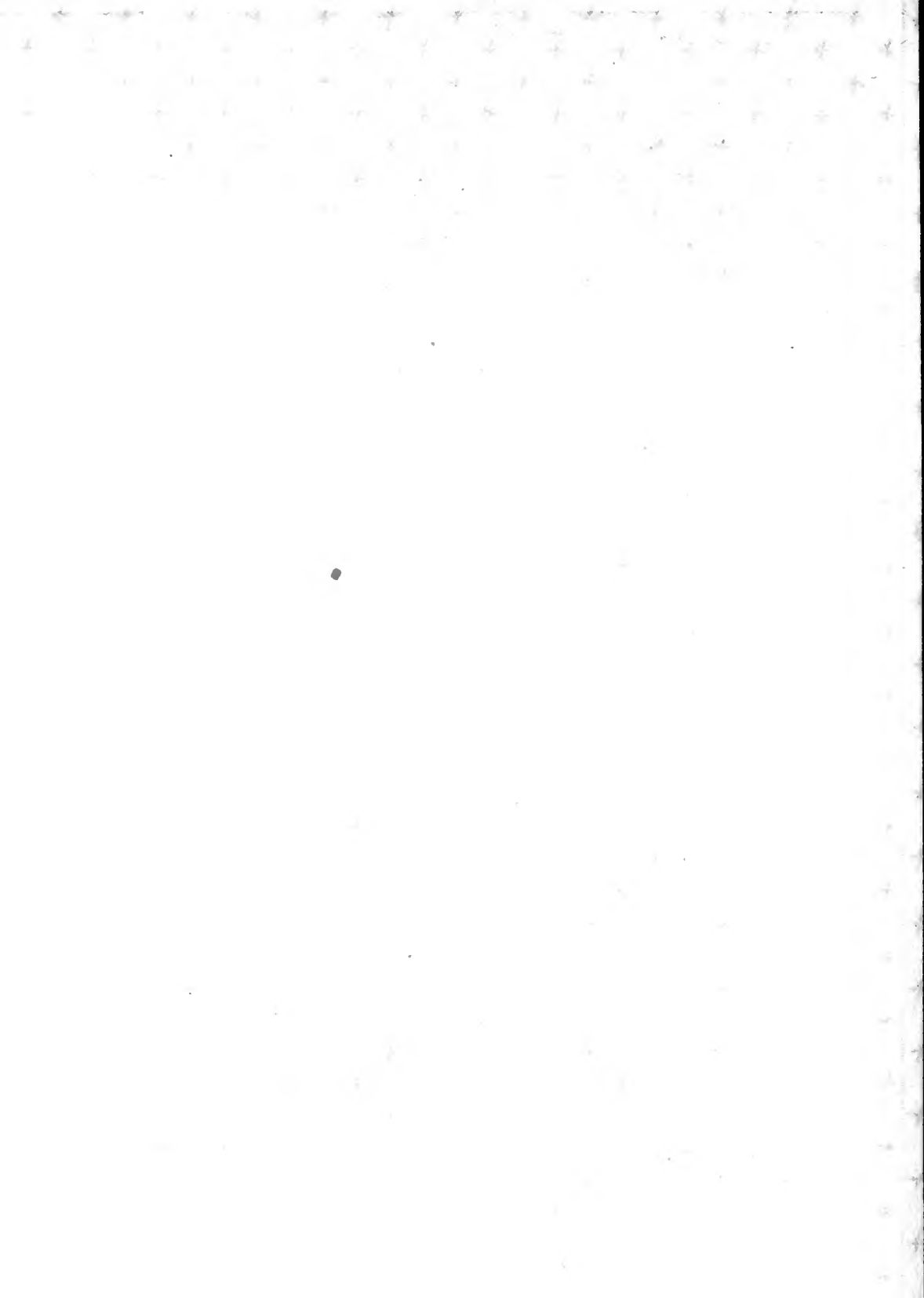
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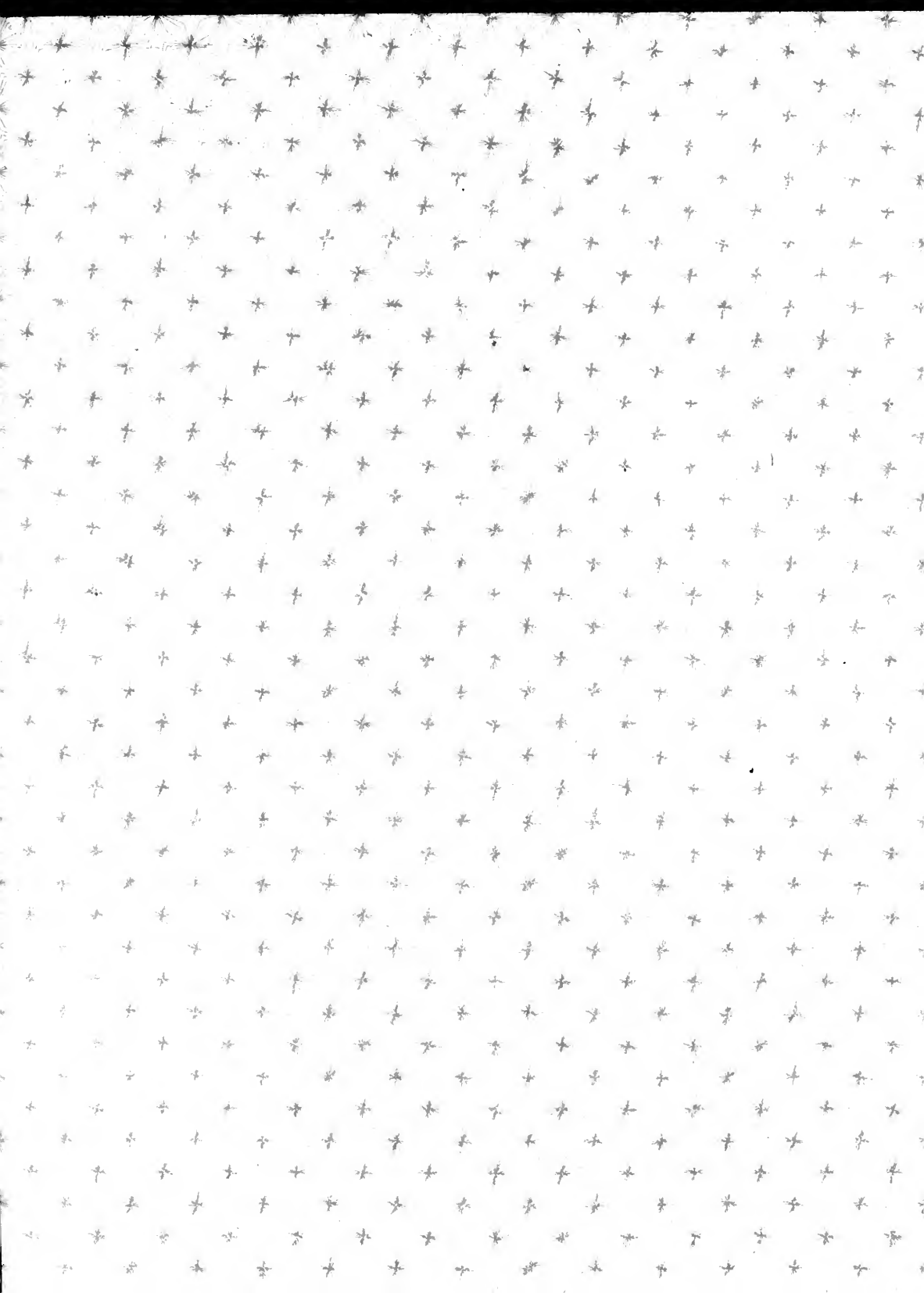
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